DOCUMENT RESUME

ED 371 253 CG 025 388

AUTHOR Liu, Liang Y.; Fredlund, Eric V.
TITLE Texas School Survey of Substance Abuse: Grades 7-12. 1992.
INSTITUTION Texas State Commission on Alcohol and Drug Abuse, Austin.
PUB DATE Jun 93
NOTE 138p.; For a related document, see ED 369 031.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Alcohol Abuse; Drug Abuse; Questionnaires; Secondary Education; *Secondary School Students; Smoking; *Substance Abuse; Surveys; Tobacco
IDENTIFIERS *Texas

ABSTRACT

The 1992 Texas School Survey results for secondary students are based on data collected from a sample of 73,073 students in grades 7 through 12. Students were randomly selected from school districts throughout the state using a multi-stage probability design. The procedure ensured that students living in metropolitan and rural areas of Texas are proportionately represented in the final estimates. Sampled districts are geographically distributed throughout Texas. The secondary student instrument asks about use of 11 drugs including tobacco, alcohol, inhalants, marijuana, cocaine, crack, hallucinogens, uppers, downers, steroids, and Ecstasy. Other questions pertain to behavioral and demographic correlates of substance abuse, sources of information about and help for substance abuse problems, peer values, and the perceived safety of the students' environment. Texas 8th- and 10th-graders are more likely than national 8th- and 10th-graders to have used cigarettes, alcohol, marijuana, and cocaine, but less likely to have used hallucinogens. In contrast, Texas seniors are less likely than national seniors to report current use of cigarettes and marijuana, about equally likely to have drunk alcohol in the past month, and slightly more likely to use cocaine. The survey instrument is included. (KM)

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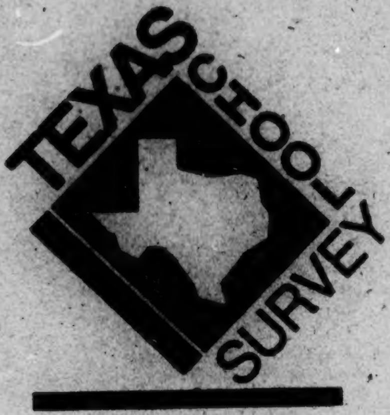
1992 TEXAS SCHOOL SURVEY OF SUBSTANCE ABUSE



Grades 7–12

Texas Commission on
Alcohol and Drug Abuse
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1992 Texas School Survey of Substance Abuse: Grades 7–12

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Texas Commission on Alcohol and Drug Abuse

June 1993

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The Texas Commission on Alcohol and Drug Abuse is a state agency headed by nine Governor-appointed commissioners. TCADA provides educational materials on substance use, develops prevention, intervention, and treatment programs, and conducts studies on the problems of substance abuse in Texas.

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Preface

The Texas School Survey is an ongoing project that furnishes detailed and current information about substance abuse among youth to State policy makers and local communities. Close to one-half of the school districts in Texas have been involved in the Texas School Survey process, and 800,000 survey forms have been filled out since the project began in 1988.

The 1988 School Survey indicated that prevalence of substance use among Texas youth was close to the national averages. The 1990 Texas School Survey documented that overall, illicit substance use went down between 1988 and 1990 but alcohol consumption was still high. The current 1992 Texas School Survey shows a continued downward trend in substance use for illicit drugs, and for alcohol consumption as well.

However, there is still sufficient cause for concern. Minority students remain particularly susceptible to substance use, which could mean that prevention and treatment efforts are not reaching those most in need. Gains in prevention have been made primarily among youth in the upper grades, whereas youth in lower grades have remained more resistant to prevention efforts. We are still far from the goal of a substance-free youth for our children.

The progress achieved thus far suggests that substance abuse among youth can be further reduced in the future with persistence, hard work, and long-term commitment. To that end, we at TCADA appreciate the continued support and encouragement of Texas educational authorities such as the Texas Education Agency, the Educational Service Centers, and school administrators. The Texas School Survey would not have achieved its current level of success without their participation. We thank each and every one of you for your cooperation, and ask you to join us in our continued efforts to make Texas a safer place for our youth.

Acknowledgements

Many people have contributed to the growth of the Texas School Survey project. Dr. Jim Dyer has served as the Project Director at PPRI and guided these data collection efforts since the beginning. Many others at Texas A&M University have also contributed: Dr. Larry Ringer and Dr. John Eltinge of the Statistics Department have advised on sampling strategies and provided statistical consulting; through the years, computer programming work has been performed by Carol Beard, Thurwald Herbert and Jin Muller; and Bob Reinhart, Ph.D., Dotty Carmichel, M.A., Linda Ellis, M.A. and Betin Bilir have coordinated data collection with local school districts throughout the project's development. Other TCADA staff who have been directly involved in developing this project and analyzing the results include Jane Maxwell, M.A., Richard Spence, Ph.D. and Jenny Kavinsky, M.A.

TCADA extends a special recognition to Texas educational authorities such as the Texas Education Agency, the Educational Service Centers, and school administrators who have consistently provided their support and cooperation.

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EXECUTIVE SUMMARY

Introduction

The Texas School Survey is a collaborative effort between the Texas Commission on Alcohol and Drug Abuse (TCADA) and the Public Policy Research Institute (PPRI) at Texas A&M University. The project collects and analyzes information on substance use among Texas youth. School-based surveys have been collected annually in Texas since 1988. A state sample is collected biannually in even-numbered years. District surveys, which are conducted each year, compare local results to state levels and help identify local problems requiring special attention. The state survey monitors trends in substance abuse among in-school youth, identifies emerging problem areas, and serves as a basis of comparison for local school surveys. It is also utilized by policymakers in deciding resource allocations. Although many states conduct periodic school surveys of substance abuse and several organizations contract for school district survey services, the Texas School Survey appears to be the only project which combines a periodic state-level survey effort with local survey services.

The Texas School Survey is part of a family of studies to gather empirical information on alcohol and drug abuse in Texas and the impact of these behaviors on the community at large. Over the past five years the Texas Commission on Alcohol and Drug Abuse has conducted periodic substance use surveys of the general population, inmates entering the Texas prison system, youth in serious trouble with the law, and post-partum women, in addition to a survey of problem gambling among the general population. TCADA also conducts research on the economic consequences of substance abuse, substance abuse trends in Texas, and the effectiveness of chemical dependency treatment. A publication list is available upon request.

General Results

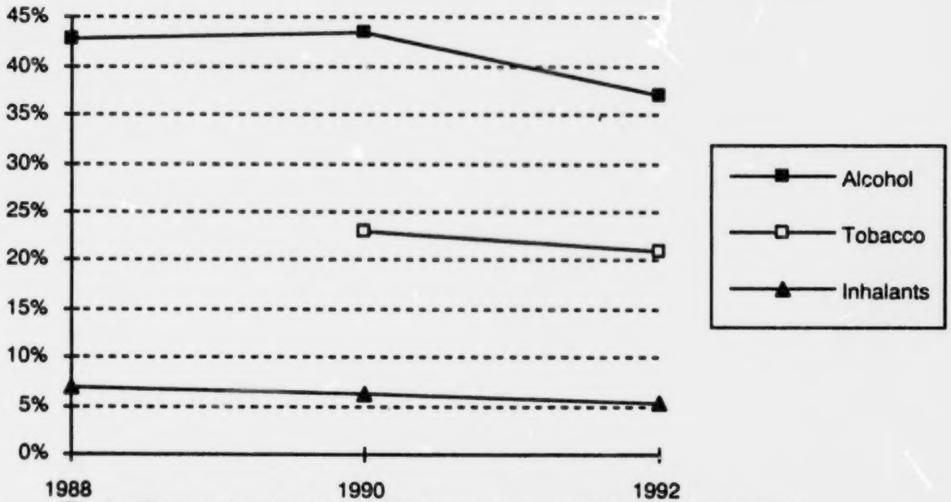
Comparison to National Results

- Texas seniors are less likely than seniors across the nation to have smoked cigarettes (24 percent versus 28 percent) and used marijuana (8 percent versus 12 percent), about equally likely to have drunk (50 percent versus 51 percent), and slightly more likely to have used cocaine (2 percent versus 1 percent) in the past month.
- Eighth and tenth graders in Texas are more likely than eighth and tenth graders nationally to have used cigarettes, alcohol, marijuana and cocaine, but are less likely to have used hallucinogens.

Drug-Specific Results

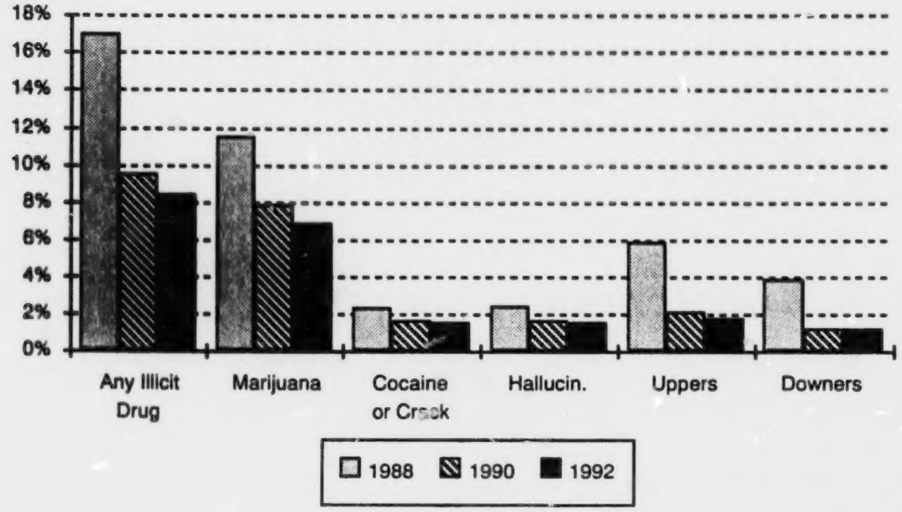
- 37 percent of Texas secondary students were drug-free in 1992 (*i.e.*, had not used tobacco, alcohol, inhalants, steroids, or any illicit drugs).
- 54 percent of Texas secondary students have ever used tobacco, and 21 percent did so in the past month; both figures are down slightly from 1990 levels.
- In 1992, 76 percent of secondary students had ever drunk alcohol, which is similar to the rate reported in 1988 but 7 percent less than in 1990.
- Between 1990 and 1992, the percentage of students who had drunk in the past month decreased from 44 percent to 37 percent (Figure 1).
- Wine was the only alcoholic beverage that showed an increase in lifetime prevalence between 1988 and 1990; liquor was the only alcoholic beverage that showed an increase (although slight) in lifetime prevalence between 1990 and 1992.
- More secondary students have drunk wine coolers (61 percent) than any other form of alcohol.
- 23 percent of secondary students in 1992 had ever used inhalants, which is about the same rate as in 1990 but slightly lower than in 1988 (30 percent).
- 22 percent of Texas secondary students in 1992 had at least experimented with illicit drugs, compared to 25 percent in 1990 and 39 percent in 1988.
- 8 percent of Texas secondary students in 1992 used an illicit drug in the past month, compared to almost 10 percent in 1990 and 17 percent in 1988 (Figure 2).

Figure 1 Percent of Secondary Students Who Used Alcohol, Tobacco and/or Inhalants in Past Month: 1988, 1990 and 1992



*Due to differences in methodology, 1988 can not be compared in the tobacco category.

Figure 2 Percent of Secondary Students Who Used Illicit Drugs in Past Month: 1988, 1990 and 1992

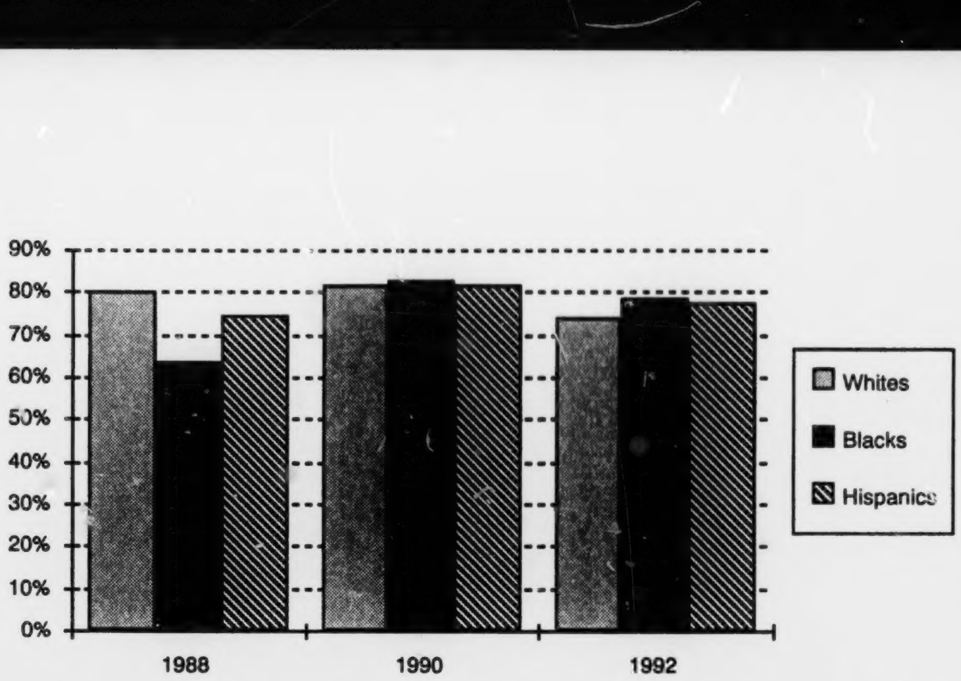


- The percentage of Texas secondary students who had used marijuana dropped from 32 percent in 1988 to 20 percent in 1992; current prevalence decreased from 12 percent to 7 percent.
- Use of downers decreased more than any other substance between 1988 and 1992 (lifetime use decreased from 13 percent to 5 percent); lifetime use of uppers fell from 17 percent in 1988 to 7 percent in 1992.
- 5 percent of Texas secondary students in 1992 had ever used some form of cocaine, and almost 2 percent had done so in the past month. The percent of students who have used crack is essentially the same as in 1990 (around 2 percent lifetime).

Demographic Variables

- Males are generally more likely to use substances than females, especially in the higher grades; two exceptions are use of downers and, in the lower grades, inhalants.
- Between 1990 and 1992, decreases in lifetime use were greater among females than males for tobacco, alcohol, any illicit drug, marijuana, uppers, and Ecstasy.
- Black secondary students in 1988 had the lowest percentage of youth who had ever drunk alcohol but in 1992 had the highest percentage of alcohol drinkers (from 64 percent in 1988 to 79 percent in 1992; Figure 3). The proportion of Hispanic students who had ever drunk stayed about the same between 1988 and 1992 (around 76 percent), and white students showed a decrease in the percentage of students who had drunk (from 80 to 74 percent).

Figure 3 Percent of Secondary Students Who Have Ever Drunk Alcohol, by Race/ Ethnicity: 1988, 1990 and 1992



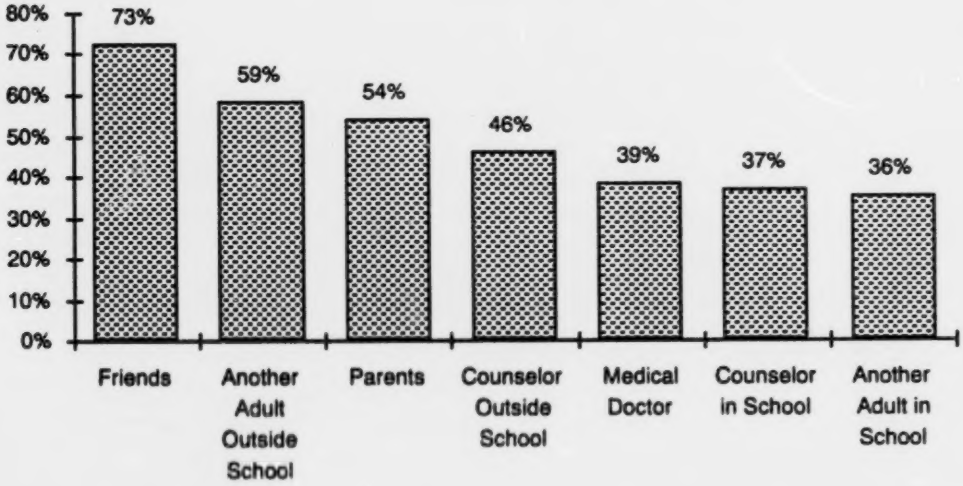
- In 1992 more Hispanic students had ever used tobacco, inhalants, any illicit drug, marijuana, cocaine, crack, and downers than black or white students.
- More white students in 1992 had ever used hallucinogens, uppers, steroids, and Ecstasy than black or Hispanic students.
- Black students had the lowest rates of use for most substances, yet reported the highest rates of alcohol use.
- 71 percent of secondary students in 1992 who lived in a two-parent home had ever drunk alcohol, compared to 83 percent of those living in other family situations; this pattern was similar for other substances.
- Lifetime use of alcohol was higher among students living in urban counties compared to those from the rest of the state (78 percent versus 74 percent).

Factors Related to Substance Use

- In 1992, students making C's or lower were about twice as likely to have used most illicit substances than those making A's and B's.
- Marijuana use is more frequently associated with behavior difficulties than any other substance: students who got into trouble with school officials four or more times in the past school year were nine times more likely to use marijuana in the past month than students reporting no conduct problems.
- 18 percent of seventh graders and 54 percent of seniors said that most or all of their close friends drank alcohol; 5 percent of seventh graders and 9 percent of seniors reported that most or all of their friends used marijuana.
- 38 percent of secondary students in 1992 said most or all of their close friends drank, compared to 41 percent in 1990 and 33 percent in 1988.

- 36 percent of seventh graders and 73 percent of seniors said that alcohol was drunk at some parties they attended during the past school year; 14 percent of seventh graders and 41 percent of seniors said the same about marijuana.
- 75 percent of secondary students said that alcohol was somewhat or very easy to get; 39 percent said so about marijuana.
- 50 percent of students in 1992 thought alcohol was very dangerous to use, compared to 37 percent in 1990.
- Parents may have become more clear in expressing their attitudes about substance use to their children: in 1992, only 9 percent of secondary students did not know how their parents felt about kids their age drinking beer, compared to 18 percent in 1988.
- In all three surveys between 1988 and 1992, seventh and eighth graders were less likely to know their parents' attitudes about substance use than were juniors and seniors.
- Of seniors who have ever drunk alcohol, the average age of first use was 13.5 years.
- In 1992, 26 percent of seniors admitted driving a car "after having a good bit to drink" at least once in the past year, and 8 percent had done so at least four times; these measures have decreased since 1988.
- Younger students in 1992 were more likely to receive information about alcohol and other drugs from a school source than were older students.
- Students indicate that if they had a substance problem, they would be more likely to turn to a friend for help (73 percent) than to a counselor or program in school (37 percent) or even their parents (54 percent) (Figure 4).

Figure 4 Where Secondary Students Would Go For Help With a Substance Problem: 1992



- Students who would seek help from adults for a substance-related problem are less likely to use alcohol or other drugs than students who would not seek help from an adult (74 percent versus 88 percent, lifetime alcohol prevalence).
- Between 1988 and 1992, the percentage of secondary students who sought help for substance abuse problems rose 19 percent overall, yet decreased by 20 percent for seniors.
- 53 percent of younger students (grades 7-9) and 61 percent of older students (grades 10-12) have at least some friends who carry weapons like a knife or gun (Table 1).
- 40 percent of younger students (grades 7-9) and 31 percent of older students (grades 10-12) have at least some friends who belong to a gang or want to be gang members.
- Age of first substance use, friends' substance use, and conduct problems in school are the three most important predictors of escalating substance use among Texas secondary students (based on regression analysis).

Table 1 Percent of Secondary Students Responding to Questions About Their Peers: 1992

How many of your friends...

	Grades 7–9	Grades 10–12
...feel close to their parents?		
None	6%	4%
A Few/Some	55%	59%
Most/All	39%	37%
...care about making good grades?		
None	4%	2%
A Few/Some	43%	38%
Most/All	53%	60%
...sometimes carry weapons?		
None	47%	39%
A Few/Some	42%	50%
Most/All	11%	11%
...belong to a gang or want to be a gang member?		
None	60%	68%
A Few/Some	30%	26%
Most/All	10%	5%
...wish they could drop out of school?		
None	58%	55%
A Few/Some	36%	41%
Most/All	6%	5%

DESCRIPTION OF THE SURVEY AND LIMITATIONS OF THE STUDY

A Brief History

In 1988, the first Texas School Survey of substance abuse among in-school youth was conducted. The instrument was modeled after the successful New York instrument, but was extensively modified to collect additional information on substance abuse topics. The 1988 Texas survey instrument asked questions about use of 14 different classes of substances, use of 10 volatile substances commonly abused as inhalants, known correlates of substance abuse, problems related to substance abuse, and sources of information and help for substance abuse problems. The instrument targeted students in seventh through twelfth grade. The original format was "paper and pencil"—that is, results were hand-entered onto a computer system by PPRL (now PPRI, the Public Policy Research Institute) personnel.

The procedure used to select respondents for the 1988 survey, a multi-stage population density probability design, ensured that students attending school in urban, suburban, or rural settings would be proportionally represented in the final results. The survey was administered to 7,500 students in grades seven through twelve from 286 classrooms, 96 schools and 38 districts from all regions of Texas. The 1988 project set a precedent for a collaborative effort between PPRL and TCADA for performing the state survey that has been followed ever since.

The 1988 state survey results generated numerous requests from educators and the public for local information, so PPRL and TCADA responded to these requests in 1989 by initiating a procedure for surveying individual school districts. Several procedural modifications were made, such as converting the questionnaire into a format that could be optically scanned, thus eliminating the need for manual data entry. Questions about use of steroids and Ecstasy were added to the survey form. Automated data analysis and report production computer software were written. In 1989, 58 Texas school districts requested local surveys and 57,000 secondary students participated in the survey process.

As early as 1988 it was clear that many students start abusing substances while still in elementary school. In that year, a significant proportion of seventh grade inhalant users claimed they had first used inhalants when they were ten years old or younger. However, the secondary school instrument was not appropriate for surveying elementary students. At six pages it was too long to be completed by younger students in the required 15-20 minutes, and it asked about several substances rarely used by elementary students such as hallucinogens, "uppers" and "downers." TCADA and PPRL developed a survey instrument suitable for elementary students early in 1989 which maintained compatibility with the secondary instrument but asked fewer questions about fewer kinds of drugs, and included fewer response categories. Questions about the perceived dangers of substance use were added to both survey forms.

In 1989, 176 school districts ordered local surveys and nearly 200,000 students in grades four through twelve were surveyed to produce local reports. An additional 20,000 students were surveyed for state-level estimates. The project was honored as an Outstanding Prevention Program and received a Noteworthy Program and Practices Award from the Southwest Regional Center for Drug-Free Schools and Communities. In 1991 a blank answer pad was added to the end of the survey forms, which permitted school districts to include local questions as well as those asked in state-level protocols. In that year 143 districts ordered local surveys and 174,000 students completed survey forms.

The 1992 secondary student form included new questions about extracurricular activities, peer values, and the security of the students' environment. These questions were added to investigate the relationship between activities, the social environment, and substance abuse. In 1992, 247 districts ordered local surveys and 283,000 students were surveyed to produce local estimates.

Instrumentation/ Administration

The 1992 Texas School Survey results for secondary students are based on data collected from a sample of 73,073 students in grades seven through twelve (Table 2). Students were randomly selected from school districts throughout the state using a multi-stage probability design. The procedure ensures that students living in metropolitan and rural areas of Texas are proportionately represented in the final estimates. Sampled districts are geographically distributed throughout Texas. The secondary student instrument asks about use of 11 drugs including tobacco, alcohol, inhalants, marijuana, cocaine, crack, hallucinogens, uppers, downers, steroids, and Ecstasy (see Appendix A for an example of the secondary questionnaire). Other questions pertain to behavioral and demographic correlates of substance abuse, sources of information about and help for substance abuse problems, peer values, and the perceived safety of the students' environment. The questionnaire is an optically scanned form similar to those used in achievement and other forms of standardized testing. It is designed for self-administration by students with the aid of a staff member who passes out and collects survey forms, reads a common set of instructions, and monitors the class during survey administration.

Table 2 Total Number of Respondents to Texas School Survey, by Grade and Demographic Characteristics: 1992

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
TOTAL SAMPLE	13,097	12,730	13,191	12,250	11,151	10,654	73,073
SEX							
Male	6,362	6,210	6,355	6,023	5,223	5,141	35,314
Female	6,683	6,465	6,777	6,175	5,906	5,489	37,495
RACE/ETHNICITY							
White	5,499	4,839	5,680	5,204	5,025	5,022	31,269
Black	2,902	2,586	2,466	2,353	2,197	1,893	14,397
Hispanic	3,823	4,444	4,087	3,746	3,105	2,947	22,152
Other	718	695	786	778	676	691	4,344
POPULATION DENSITY							
Largest Metro Areas	5,561	4,586	5,244	4,728	4,551	4,623	29,293
Rest of State	7,536	8,144	7,947	7,522	6,600	6,031	43,780
USUAL GRADES							
A's	3,644	3,304	2,798	2,319	2,376	2,845	17,286
B's	5,716	5,738	6,155	6,127	5,887	5,634	35,257
C's	2,582	2,666	2,990	2,988	2,441	1,877	15,544
D's	476	477	573	410	199	140	2,275
F's	198	152	218	111	49	26	754
FAMILY STRUCTURE							
Live With Both Parents	7,875	7,885	8,057	7,456	6,917	6,646	44,836
Other Family Structures	5,120	4,747	5,056	4,722	4,188	3,944	27,777
AGE							
11 or Younger	21	3	3	3	4	5	39
Age 12	4,125	29	1	1	2	8	4,166
Age 13	6,997	3,903	40	1	1	3	10,945
Age 14	1,668	6,482	3,825	27	3	1	12,006
Age 15	218	1,957	6,524	3,774	32	7	12,512
Age 16	15	285	2,115	6,129	3,927	67	12,538
Age 17	1	15	502	1,802	5,573	3,978	11,871
Age 18	2	3	74	349	1,305	5,246	6,979
Age 19	6	3	35	85	265	1,303	1,697

Terminology

Secondary students are those in grades seven through twelve. Estimates for elementary students (those in grades four through six) will be presented in a separate document.

Illicit drugs or *illegal drugs* are used interchangeably and refer to substances scheduled under the Controlled Substances Act. This act does not cover tobacco, alcohol, or inhalants and these substances are not included in computations of rates of illicit drug use. Of course, when considering youth statistics one must remember that Texas law prohibits purchase, possession and consumption of alcohol by those under 21 and the purchase of tobacco and some inhalants by those under 18. In addition, steroids are not included in the illicit drug category. Steroids were not added to the survey until 1990, so for comparison purposes the same definition of "illicit drugs" was used for 1988, 1990, and 1992.

The term *prevalence* refers to the percentage of students who report having used a given substance or substances. *Current prevalence* refers to use within the month prior to the survey. *Lifetime prevalence* refers to use of a substance regardless of when last used. *Recency of use* refers to the last time a substance was used; within the past month, the current school year, or prior to the current school year. *Frequency of use* describes how often use has occurred.

Limitations

Scope

The Texas School Survey results can only be generalized to public school students because only public school students are sampled in this project. Though an important component of the youthful population of Texas, neither private school students nor dropouts are represented. This limitation should be kept in mind when considering the implications of this data. The findings, however, do represent reasonable estimates of the extent of substance use among public school students. The survey procedure employed in this research is an appropriate technique for estimating the prevalence and frequency of various forms of drug use in the target population. A survey methodology appears to be the only feasible means for making estimates on these largely clandestine behaviors.

Self-Reported Data

Substance use estimates presented in this report are entirely based on self-disclosure. While many studies have established the usefulness of self-reported information for estimating the incidence and prevalence of drug use, the validity of these data ultimately depends on the truthfulness, recall, and comprehension of the respondents. This study was carefully designed to minimize the impact of these potential sources of error. Five percent of the sample was discarded because students reported impossibly high levels of substance abuse or claimed to use a non-existent drug. Other measures to reduce response bias, described in a separate technical report, include a full array of instrument construction, testing and review protocols, validity check procedures, data processing protocols that have been developed over the past five years on the basis of administering nearly 800,000 surveys to in-school youth. For further information on these technical matters and tabular information necessary to estimate confidence limits, consult the *1992 Texas School Survey of Substance Abuse: Technical Report.*

Despite these precautions, some undetected under- and over-reporting may have occurred. However, any differences among sub-groups in veracity, recall or comprehension are likely constant through time. Any reporting bias in the data gathered in the three survey years should be approximately equal in all survey years making comparison among data gathered in the three state-survey years valid.

Sampling Error

The estimates presented in this report are based on a sample and hence are subject to sampling error. This survey was designed and drawn such that confidence limits (*e.g.*, sampling error) on all estimates can be ascertained. However, the procedures required to estimate confidence limits in this project are more complex than can be summarized in a document intended for a general readership. Several factors contribute to this complexity, including the following:

(1) Cluster-sampling: entire classrooms (as opposed to individual students) were randomly selected to participate in the survey. Textbook procedures for computing confidence intervals assume random selection of individual respondents, which is not true in this study.

(2) Weighting: Some categories were oversampled, then the data was weighted to make it precisely reflect the demographic composition of Texas schools. Textbook procedures for computing confidence intervals assume all observations have equal weight. This assumption is not true in this study.

(3) Asymmetric Confidence Intervals: Many estimates are 5 percent or less and require asymmetric confidence intervals. Asymmetric confidence limits adjust for the fact that the true rate in a population cannot be less than 0 percent or greater than 100 percent. For example, if an estimate was 1 percent, where the computed upper boundary of the 95 percent confidence interval is plus 2 percent, the lower boundary cannot be symmetrical (*i.e.*, minus 2 percent) because it is impossible for fewer than zero people to have the characteristic. Procedures for computing asymmetric confidence intervals ensure that this paradoxical situation does not occur.

These factors must be taken into account to correctly compute confidence intervals on the estimates presented herein. The statistical basis for these computations and estimate of 95 percent confidence limits for this study are included in the *1992 Texas School Survey of Substance Abuse: Technical Report.* The technical reader should consult this document for additional information.

The Texas School Survey is based on a very large sample and estimates have a high degree of statistical precision relative to most published survey research employing cluster sampling. For estimates pertaining to the secondary school population as a whole, the 95 percent confidence interval is at most plus or minus 4 percent. In other words, if the estimate based on the school survey sample is that 50 percent of secondary school students have used a substance, there is a 95 percent chance that the true population rate is between 46 percent and 54 percent. This estimate of sampling error is conservative for estimates of rates on the secondary school population as a whole. Actual 95 percent confidence intervals on most substances are much smaller.

Where rates are presented for subgroups of the secondary school population (*e.g.*, genders, race/ethnic groups, grades, *etc.*) the sampling error is greater because the samples contain fewer observations. For example, the largest 95 percent confidence limit in any grade and on any drug is observed on alcohol in the eighth grade. In this case the estimate of lifetime prevalence of use is estimated at 70.9 percent with the lower and upper boundaries of the 95 percent confidence interval of 58.4 percent and 80.9 percent, respectively. Confidence limits on all other drugs in all other grades do not exceed this figure and in most cases are much smaller. For example, among high school seniors the lower and upper boundaries of the lifetime alcohol use estimate (86.1 percent) are 81.4 percent and 89.8 percent, respectively, a much narrower range than is observed among eighth graders.

A composite estimate summarizes the behaviors of students in several grades (usually grades 7–12), and is computed for all sub-populations by using standard proportional adjustments based on the overall proportion of secondary students in each grade. This procedure controls for demographic variations that may be present among sub-populations due to factors such as differential dropout rates (*e.g.*, there are probably fewer C, D, and F students than A and B students in later grades because students with academic problems drop out at higher rates), and produces composite estimates that are directly comparable among sub-populations.

COMPARISONS TO NATIONAL SURVEY, 1992

Since 1975, the National Institute on Drug Abuse (NIDA) has conducted periodic nationwide surveys of drug and alcohol use and attitudes among high-school seniors called the Monitoring the Future survey. Monitoring the Future was expanded in 1991 to survey additional grades. The 1992 project collected information from eighth (17,500), tenth (14,800) and twelfth graders (15,000). These students were queried regarding their use of substances ranging from tobacco through heroin.

There are methodological differences between the Texas School Survey and the Monitoring the Future survey including differences in sampling design, data collection and analytical protocols. Questions about substance abuse are asked differently in the two projects. Caution should be exercised when comparing the two sets of estimates. However, there is close correspondence in results across grade levels and over several substances, so results are generally comparable.

Texas eighth and tenth graders are more likely than national eighth and tenth graders to have used cigarettes, alcohol, marijuana, and cocaine, but less likely to have used hallucinogens (Table 3). In contrast, Texas seniors are less likely than national seniors to report current use of cigarettes (24 percent versus 28 percent) and marijuana (8 percent versus 12 percent), about equally likely to have drunk alcohol in the past month (50 percent versus 51 percent), and slightly more likely to use cocaine (almost 8 percent versus 6 percent lifetime, 2 percent versus 1 percent current).

Table 3 Lifetime and Current Use of Selected Substances: 1992 National and 1992 Texas 8th, 10th and 12th Graders

	Lifetime Use		Past Month Use	
Cigarettes	USA (1992)	Texas (1992)	USA (1992)	Texas (1992)
Grade 8	45.2%	47.0%	15.5%	15.5%
Grade 10	53.5%	55.8%	21.5%	19.8%
Grade 12	61.8%	58.7%	27.8%	23.6%
Alcohol				
Grade 8	69.8%	70.9%	26.1%	30.4%
Grade 10	82.3%	82.4%	39.9%	41.5%
Grade 12	87.5%	86.1%	51.3%	49.9%
Marijuana				
Grade 8	11.2%	11.9%	3.7%	4.0%
Grade 10	21.4%	24.5%	8.1%	8.3%
Grade 12	32.3%	29.3%	11.9%	8.4%
Hallucinogens				
Grade 8	3.8%	2.2%	1.1%	0.7%
Grade 10	6.4%	6.0%	1.8%	2.0%
Grade 12	9.2%	8.2%	2.1%	2.0%
Cocaine				
Grade 8	2.9%	3.4%	0.7%	0.8%
Grade 10	3.3%	6.1%	0.7%	1.7%
Grade 12	6.1%	7.5%	1.3%	1.8%

DRUG-SPECIFIC PATTERNS OF USE

Introduction

Although substance use has generally decreased since the 1988 Texas School Survey, the number of students who are using substances is still large and warrants considerable concern. In 1992, 63 percent of Texas secondary students used either tobacco, alcohol, inhalants, steroids, and/or illicit drugs. Also in 1992, almost 8 percent of seniors got into trouble with the law because of their drinking, almost 8 percent of seniors had ever tried cocaine or crack, 22 percent of all students had at least experimented with illicit drugs, and 26 percent of seniors drove drunk at least once.

The five substances most frequently used by secondary students in 1992 in Texas were alcohol, tobacco, inhalants, marijuana, and uppers. Students in the upper grades have higher percentages of substance use for all substances (except inhalants) compared to those in lower grades (Appendix B, Table B2).

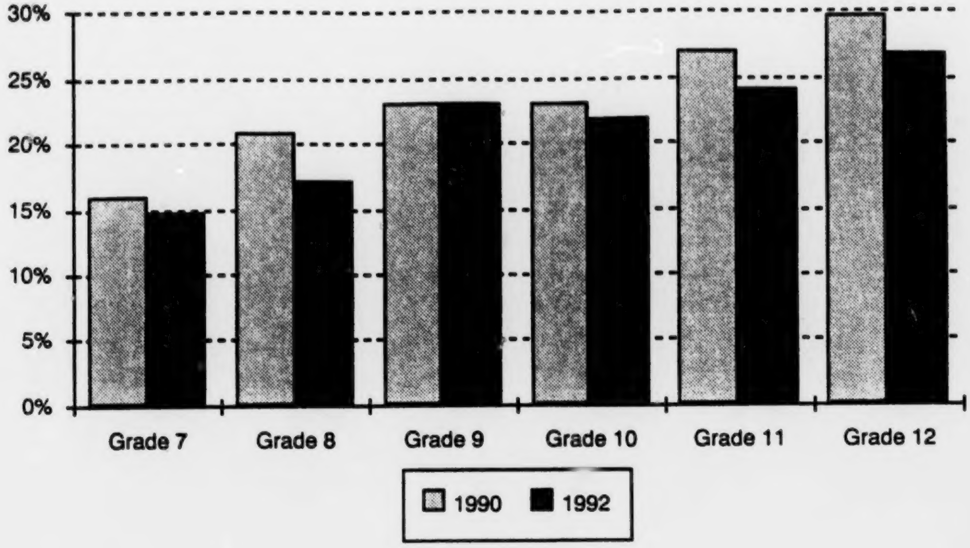
Tobacco

Tobacco is included in the Texas School Survey because of its addictive properties and its widespread use. Tobacco is a "gateway drug"—that is, one of the first drugs in a progression to other substances of abuse. The tobacco category in the prevalence tables includes use of cigarettes and smokeless tobacco. In 1992, 54 percent of all secondary students reported using some type of tobacco product during their lifetime, which represents a slight decrease (3 percent) since 1990. The lifetime tobacco prevalence is 43 percent for seventh graders and 62 percent for seniors. Current and lifetime tobacco use rates are higher than any substance except alcohol. About 21 percent of secondary students (15 percent of seventh graders and 27 percent of seniors) used tobacco in the past month. Looking at cigarette use only, almost 52 percent of secondary students have ever smoked, and 19 percent did so in the past month. Looking at smokeless tobacco use only, 17 percent of secondary students have ever used it, and 4 percent did so in the past month.

The average age of first tobacco use was 12.9 years for seniors in 1992. Non-urban students were more likely than urban students to have ever used or to currently use tobacco (57 percent versus 52 percent for lifetime use, 25 percent versus 17 percent for current use).

Family structure is related to the use of tobacco. The prevalence differences are more prominent in the lower grades, where students from two-parent families report lower percentages of lifetime and current use of tobacco than students from other family structures. For example, 38 percent of seventh graders in two-parent households have used tobacco at least once during their lifetime, compared to 51 percent of those from other

Figure 5 Percent of Secondary Students Who Used Tobacco in Past Month, by Grade: 1990 and 1992



family situations. Among students in upper grades, the percentages of tobacco use are similar for both types of families.

Past-month tobacco use decreased by 9 percent for all students between 1990 and 1992. Although ninth graders in both 1990 and 1992 were equally likely to use tobacco monthly, eighth and eleventh graders showed the greatest rate of decrease between these two years (Figure 5). The number of eighth grade tobacco users declined over 18 percent (from 21 percent to 17 percent, current prevalence), and eleventh graders showed a decrease of 11 percent (from 27 percent to 24 percent). Past-month tobacco use decreased 10 percent among male students and 7 percent among females between 1990 and 1992. White students in 1992 were still more likely to use tobacco regularly than both Hispanic and black students (28 percent, 23 percent, and almost 7 percent current prevalence, respectively). Black and Hispanic students showed a 9 percent decrease in current tobacco use since 1990, compared to only a 1 percent decrease among white students.

Alcohol

Introduction

Alcohol continues to be the most widely used substance among Texas secondary school students. In many ways, curtailing alcohol consumption is more problematic than reducing use of illicit drugs. One reason is alcohol's availability. A majority of Texas secondary students (52 percent) said it would be very easy to get alcohol if they wanted some and 38 percent said most or all of their friends drink. When asked how often they

Table 4 "How often do you get alcoholic beverages from the following sources?": 1992

	Don't Drink	Never	Seldom	Most of the Time	Always
At Home	31.8%	34.4%	23.5%	7.6%	2.7%
From Friends	25.9%	17.6%	17.8%	26.0%	12.7%
From a Store	26.1%	39.4%	13.6%	12.6%	8.3%
At Parties	25.1%	15.7%	14.7%	21.4%	23.1%
Other Source	28.1%	31.3%	17.6%	11.9%	11.1%

got alcohol from various sources, 45 percent of the students said that most of the time or always they got alcohol at parties (Table 4).

Students do not think alcohol is as dangerous as other types of substances: about 50 percent of those surveyed said alcohol was very dangerous to use, compared to 76 percent or more who thought other substances were very dangerous. In addition, parents are ambiguous about communicating attitudes about their children's drinking. Approximately 20 percent of secondary students either think their parents have no opinion about their beer drinking or they do not know how their parents feel.

Prevalence and Frequency of Use

In 1992, 76 percent of secondary students had drunk alcohol in their lifetime, which is similar to the rate reported in 1988 but 7 percent less than in 1990. The older the students, the higher the level of alcohol prevalence. Lifetime alcohol prevalence ranged from 58 percent in the seventh grade to 86 percent among seniors, and past-month use of alcohol ranged from 24 percent in seventh grade to 50 percent among seniors. Between 1990 and 1992, current alcohol use by secondary students decreased by 15 percent (from 44 percent to 37 percent).

Although more older students report drinking alcohol than younger students, the largest prevalence decreases between 1990 and 1992 were in the lower grades. Lifetime prevalence among seventh graders declined by 15 percent, whereas lifetime prevalence for seniors decreased by only 5 percent. More male students than female students drank alcohol. However, the percentage decrease of lifetime use between 1990 and 1992 was slightly greater among females (8 percent) than males (5 percent). The percentage of white youth who had ever drunk alcohol decreased from 82 percent in 1990 to 74 percent in 1992; Hispanic lifetime prevalence decreased slightly from 82 to 77 percent, and black lifetime prevalence decreased from 83 to 79 percent.

Students who live with two parents, especially younger students, are less likely to drink than those who do not live with two parents. The lifetime alcohol prevalence in 1992 was

52 percent for seventh graders from two-parent families, compared to 69 percent for seventh graders from other family structures. A smaller margin separated the lifetime alcohol prevalence of seniors from two-parent homes (83 percent) from seniors in other family situations (91 percent).

The percentage of students in the most urban areas who had ever drunk alcohol decreased by 5 percent between 1990 and 1992 (from 82 percent to 78 percent); the prevalence decrease was 8 percent for students in the rest of the state (from 80 to 74 percent). Although alcohol prevalence is similar for upper-level students in both urban and non-urban areas of Texas, the lifetime use of alcohol in the lower grades is much higher among those living in the most urban areas. For example, 63 percent of seventh graders in the most populated areas had ever drunk alcohol, compared to 56 percent of seventh graders in the other areas of the state.

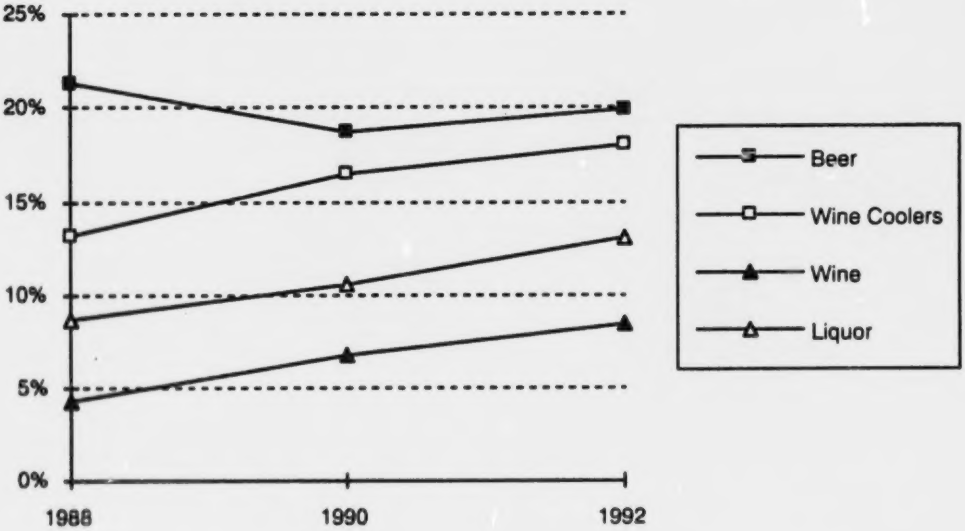
Fewer students admitted drinking in the month prior to the survey in 1992 than did in 1990. Past-month drinking declined among secondary students by 15 percent (from 44 percent to 37 percent) between the two survey years. Decreases in current alcohol use were reported in all grades. For example, 20 percent fewer seventh graders reported past month use of alcohol in 1992 than in 1990. Among eighth graders and twelfth graders the corresponding decrease was 17 percent.

Not only were fewer students drinking, but those who drank did so less often. Continuing a trend observed since 1988, fewer students who drink alcohol admit drinking weekly while more say they drink only about once per month (Table 5). For example, 15 percent of 1988 secondary students drank beer at least once a week, but only 7 percent did so in 1990 and 1992. On the other hand, the percentage of students who drank beer monthly increased from 23 percent to 28 percent. This trend remains consistent for wine coolers, wine, and liquor as well.

Table 5 Percent of Secondary Students Reporting Weekly and Monthly Drinking: 1988, 1990 and 1992

	1988	1990	1992
Beer Weekly	15%	7%	7%
Beer Monthly	23%	28%	28%
Wine Coolers Weekly	9%	5%	5%
Wine Coolers Monthly	26%	28%	28%
Wine Weekly	3%	2%	3%
Wine Monthly	12%	17%	19%
Liquor Weekly	6%	3%	4%
Liquor Monthly	17%	21%	23%

Figure 6 Percent of Secondary Students Normally Consuming Five or More Drinks At One Time: 1988, 1990 and 1992



Heavy consumption of alcohol or "binge drinking," defined as drinking five or more drinks at one setting, also occurred less frequently in 1992 than in 1988. About 11 percent of those surveyed in 1988 drank five or more beers at one sitting more than once a week. However in recent surveys, only one-half as many respondents (5 percent in 1990 and 6 percent in 1992) drank that heavily that often. On the other hand, the number of students who drank five or more beers monthly or less often increased from 27 percent in 1988 to 33 percent in 1992. In other words, binge drinking occurs somewhat less frequently than in the past. This finding holds for all types of alcoholic beverages except wine.

Although there were decreases in the overall frequency of binge drinking, more secondary students said they usually consume five or more alcoholic beverages on those occasions when they drink (Figure 6). In 1992, 18 percent of students said they usually drank five or more wine coolers during an average drinking occasion, compared to 13 percent in 1988. This patterns holds for heavy consumption of wine and liquor (from 4 percent to 8 percent for wine, and from 9 percent to 13 percent for liquor). Typical heavy beer consumption decreased slightly from 21 percent in 1988 to 20 percent in 1992.

Thus, fewer students are drinking and those who do drink do so less often. The frequency of binge drinking has also declined, but the number of students who usually binge drink whenever they consume alcohol has increased. This suggests an improvement in the drinking behaviors of secondary students; however, the increasing tendency for secondary students to binge drink is problematic.

Class Attendance While Drunk

Less than 2 percent of those surveyed in 1992 said they normally drink alcohol before or during school hours. About 9 percent of all secondary students (7 percent of seventh graders and 9 percent of seniors) went to class while drunk at least once during the past school year (Figure 7). Of that group, about one-half did so more than once, and one-fifth did so four or more times. Though overall these measures remained essentially unchanged from 1988, there were slight increases in this behavior among younger students and slight decreases among older graders. For example, the percentage of eighth graders attending class after drinking rose moderately from 6 percent in 1988 to 9 percent in 1992, whereas for eleventh graders the percentage decreased from 12 percent in 1988 to 9 percent in 1992.

Specific Alcoholic Beverages

Wine was the only alcoholic beverage for which lifetime prevalence increased between 1988 and 1990, rising from 45 percent in 1988 to 51 percent in the 1990 survey. The increased wine prevalence accounted for virtually all the overall increase in alcohol consumption from 1988 to 1990. Yet between 1990 and 1992 the lifetime prevalence of all alcoholic beverages (except liquor) decreased. The lifetime prevalence of liquor increased slightly from 47 percent in 1990 to 49 percent in 1992. Sixty-one percent of Texas secondary students in 1992 had ever drunk wine coolers, 59 percent beer, and 51 percent wine. These figures are slightly lower than in 1990.

Beer and wine coolers, the most widely consumed forms of alcohol, were about equally popular among younger students (see Appendix C, Figure C9). Seniors, on the other hand,

Figure 7 Percent of Students Attending Class While Drunk, by Grade and Number of Days: 1992

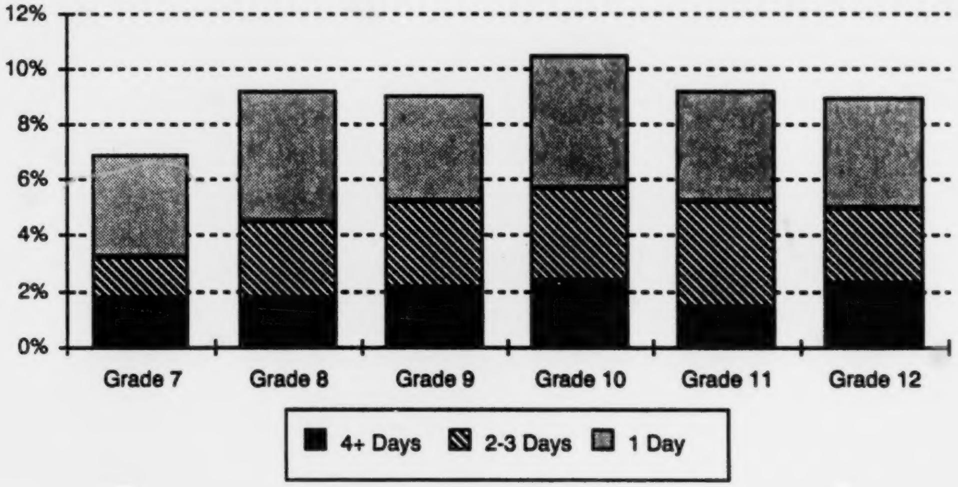


Table 6 Percent of Secondary Students Ever Using Specific Alcoholic Beverages: 1988, 1990 and 1992

	1988	1990	1992
Beer	60%	60%	59%
Wine Coolers	62%	63%	61%
Wine	45%	51%	51%
Liquor	47%	47%	49%

were more likely to have ever drunk wine coolers (75 percent) than beer (70 percent), but were more likely to drink beer weekly (10 percent versus 4 percent for wine coolers).

More younger students report having drunk wine than liquor during their lifetime. For example, 32 percent of seventh graders had drunk wine at least once, but only 26 percent have drunk liquor. Among seniors, however, the number of students having consumed liquor (66 percent) was larger than the number that had drunk wine (64 percent). Among students who drink weekly, all grades (except seventh graders) are more likely to drink liquor than wine.

Beer continues to be one of the most popular alcoholic beverages among Texas secondary school students. About 59 percent of students in 1992 (60 percent in 1988 and 1990) had ever drunk beer (Table 6). About 36 percent of all students drank beer weekly or monthly, and an additional 23 percent drank beer once a year or less. The percent of students who drank beer at least once a week declined by one-half between 1988 and 1992 (from 15 percent to 7 percent). About two times as many seniors report weekly beer drinking than seventh graders.

The prevalence of heavy beer drinking remained about the same between 1988 and 1992. Over the four years, about 20 percent of secondary students say they drink five or more beers on an average drinking occasion. Older students are much more likely to be heavy beer drinkers than younger students. For example, about 12 percent of seventh graders compared to 27 percent of seniors report drinking five or more beers per drinking occasion. The percentage of secondary students who usually drank less than one beer per occasion increased from 10 percent in 1988 to 13 percent in 1990, and decreased to 11 percent in 1992.

Students were also asked how often during the past year they had consumed at least five beers at one time. About 6 percent of respondents said they had done so more than once a week, 20 percent did so several times a month, and 14 percent did so less than once per month. Once again, binge drinking occurs less frequently in lower grades than in upper grades: 26 percent of seventh graders had drunk five or more beers at least once during the past year, compared to 48 percent of seniors.

Wine Coolers appear to be the most popular alcoholic beverage. More secondary students in 1992 had ever drunk wine coolers (61 percent) than any other form of alcohol. Five percent of all students drank wine coolers weekly, 28 percent drank them monthly, and 29 percent drank them once a year or less. Across grades, the weekly consumption of wine coolers is about the same. As with beer, weekly drinking of wine coolers decreased by almost one-half between 1988 and 1992.

Eighteen percent of secondary students in 1992 (versus 13 percent in 1988 and 17 percent in 1990) normally drank five or more wine coolers at one time. The percentage of students who drank less than one wine cooler per occasion has remained the same (9 percent) since 1988. About 4 percent of students drank five or more wine coolers at least weekly, 20 percent drank that much at least once a month, and 17 percent drank that amount less than once per month. More seniors (49 percent) than seventh graders (27 percent) had drunk five or more wine coolers at least once during the past year.

In 1988, students were more likely to report drinking an average of five or more beers on an occasion (21 percent) than to report drinking that same amount of wine coolers (13 percent). However, those numbers were almost equal in 1992, with 18 percent reporting average consumption of five or more wine coolers and 20 percent drinking five or more beers per occasion.

Wine is the only alcoholic beverage with increased lifetime prevalence between 1988 (45 percent) and 1990 (51 percent). The prevalence remained 51 percent in 1992. Secondary students drank wine weekly at about the same rate from 1988 to 1992 (3 percent). However, the percentage of students drinking wine monthly increased from 12 percent in 1988 to 19 percent in 1992. About 29 percent of all students (17 percent of seventh graders and 39 percent of seniors) in 1992 reported drinking wine once a year or less, compared to the similar number of 31 percent in the previous surveys.

The number of secondary students reporting heavy wine consumption (five or more glasses per occasion) increased from 4 percent in 1988 to 8 percent in 1992. Students drinking from one to four glasses of wine also rose from 27 to 33 percent since 1988. Only 3 percent of respondents drank five or more glasses of wine more than once a week, but 13 percent drank that amount at least once a month, up from 7 percent in 1988. Overall, 33 percent of secondary students (21 percent of seventh graders and 42 percent of seniors) in 1992 said they ever had five or more glasses of wine at one time, compared to only 23 percent in 1988.

Liquor was the only alcoholic beverage that had been drunk by less than one-half of all secondary students, and the only form of alcohol with increased lifetime prevalence between 1990 and 1992 (from 47 percent to 49 percent). About 27 percent of all students drank liquor weekly or monthly, and 22 percent of all students drank liquor once a year or less. The percentage of students drinking liquor at least once a week (4 percent) declined by 33 percent between 1988 and 1992, while the number drinking liquor monthly (23 percent) rose by 33 percent in that same time period.

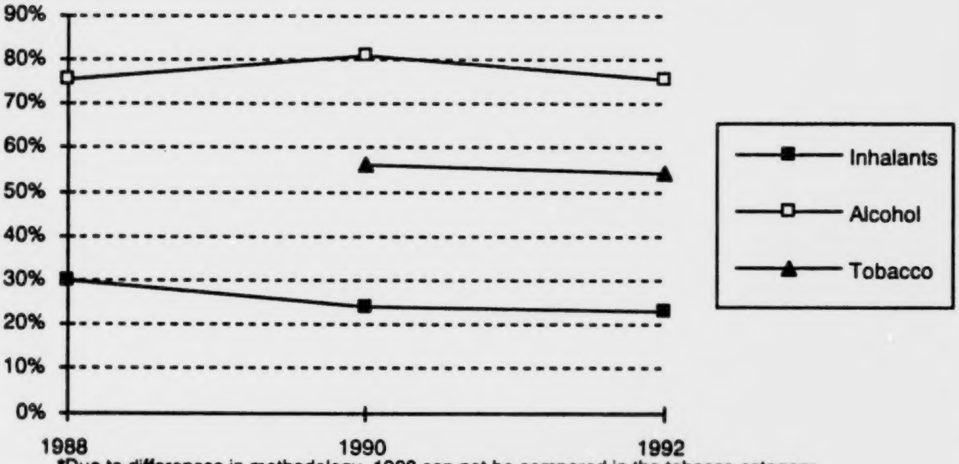
About 13 percent of secondary students drank five or more shots of liquor during an average drinking occasion, up from 9 percent in 1988. Though a few students (4 percent) say they had drunk five or more shots of liquor at least once a week during the past year, a larger number (17 percent) of students report having done so more than once per month. An additional 14 percent claim to drink that much liquor less than once a month. While only 19 percent of seventh graders drank five or more shots of liquor at least once in the past year, more than 48 percent of seniors did so.

Inhalants

Introduction

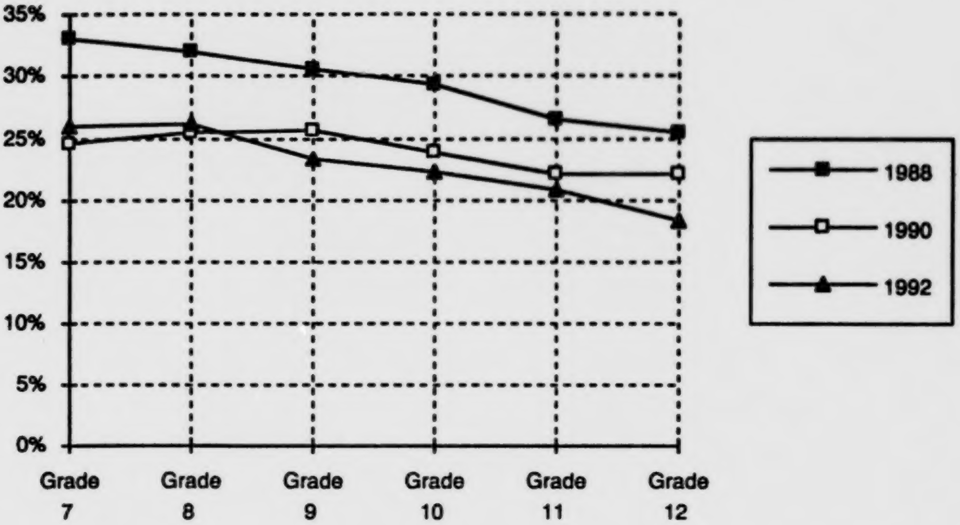
The term "inhalants" refers to hundreds of different household and commercial products which can be abused by sniffing or "huffing" (inhaling through the mouth). Abused inhalants include volatile solvents (such as gasoline, glue, paint, and polishes), anesthetics (such as ether, chloroform, and nitrous oxide), nitrites and aerosols. Inhalants are readily available, and all that is required to abuse them is some knowledge and a willingness to use them.

Figure 8 Percent of Secondary Students Who Have Ever Used Inhalants, Alcohol, and/ or Tobacco: 1988, 1990 and 1992



*Due to differences in methodology, 1988 can not be compared in the tobacco category.

Figure 9 Percent of Students Who Have Ever Used Inhalants, by Grade: 1988, 1990 and 1992



Although fewer Texas youth used inhalants in 1992 than in 1988 (Figure 8), inhalant use remains problematic, particularly for those in seventh and eighth grades, and for those who are experiencing academic, attendance and disciplinary problems in school. In addition, the decline in inhalant use may not represent a trend which will continue into the future. Driven by teenage fads, outbreaks of youthful inhalant use are episodic; use can increase dramatically in a short period of time, creating sharp local differences in prevalence and the kinds of substances that are used.

Prevalence of Use

There are ten specific sub-types of inhalants listed in the school survey. About 23 percent of all secondary students in 1992 had ever used inhalants. The lifetime prevalence rate was about the same as in 1990, yet had declined from 1988 (30 percent). Though the recent results show a declined prevalence of inhalant use, it is still common among younger students. Seventh graders are more likely to report experimentation with inhalants than any of the illicit drugs, including marijuana. They also have used more types of inhalants, and more often, than older students.

Unlike the patterns of other substances, the prevalence of inhalant use is higher in the lower grades and is lower in the upper grades (Figure 9). For example, the lifetime inhalant prevalence among seventh graders in 1992 was 26 percent, compared to 21 percent for juniors and 18 percent for seniors. For many years researchers have postulated that this anomaly in lifetime use of younger students and older students is at least partially due to inhalant users dropping out before reaching the upper grades.[1] Eighth graders showed the smallest decline in lifetime inhalant use between 1988 and 1992 (18 percent), whereas seniors had the greatest decrease (28 percent).

Current use of inhalants was 5 percent among all students in 1992. As with lifetime prevalence, current prevalence is highest among younger students; in fact, seventh graders are more likely to have used inhalants in the past month than marijuana. About 9 percent of seventh graders used inhalants in the past month, whereas only 2 percent of seniors did so. Past-month inhalant use decreased by 15 percent among eighth graders between 1988 and 1992, compared to a decrease of 45 percent for students in ninth and eleventh grade.

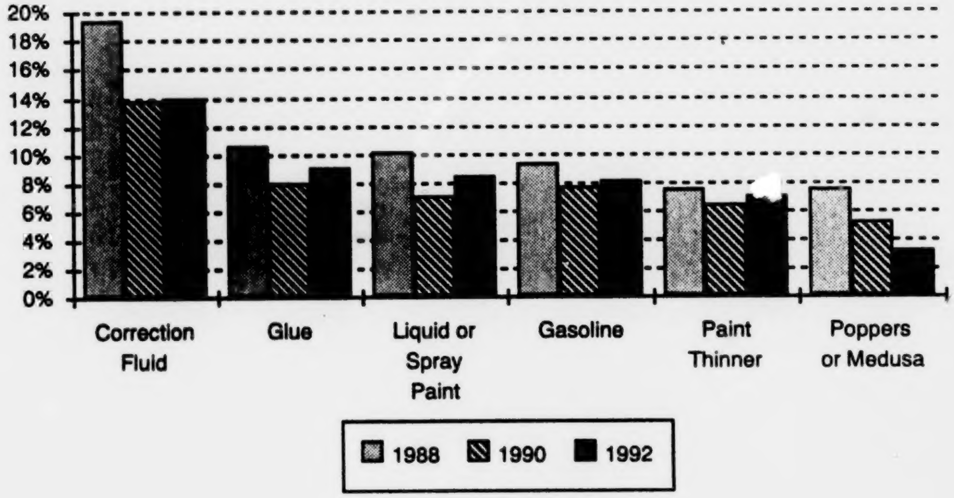
Male and female students are equally likely to abuse an inhalant in their lifetime. However, female students in the lower grades have a higher lifetime inhalant prevalence rate than males. Overall, Hispanic youth (26 percent) in 1992 reported the highest rate of lifetime inhalant use, followed by white youth (24 percent) and black youth (16 percent). Students who made grades of C's or below were about one-and-a-half times more likely to use inhalants in their lifetime than those making A's and B's.

Younger students living in metropolitan areas are more likely to report inhalant use than those living elsewhere. For example, the lifetime use of inhalants among eighth graders in 1992 was 29 percent in the largest metropolitan areas and 25 percent in other parts of the state. Students not living with both parents also reported a higher prevalence of inhalant use than those living in two-parent households.

Specific Inhalants

Lifetime prevalence declined between 1988 and 1992 for specific inhalants (Figure 10). Among the specific inhalants, correction fluid (Liquid Paper) was the most frequently

Figure 10 Percent of Secondary Students Who Have Ever Used Selected Inhalants: 1988, 1990 and 1992



reported. Fourteen percent of secondary students had ever used correction fluid in 1992, which was fewer than in 1988 (19 percent). The lifetime prevalence of correction fluid inhalation decreased with grade. About 15 percent of seventh, eighth, and ninth graders had ever used correction fluid to get high, compared to 10 percent of seniors (see Appendix D for prevalence of specific inhalants by grade level). The majority of lifetime users had used correction fluid only one or two times, but almost 1 percent of students had used this type of inhalant 20 or more times.

The second most frequently reported inhalant is glue. The lifetime prevalence of glue sniffing declined from 11 percent in 1988 to 8 percent in 1990, and then increased slightly to 9 percent in 1992. Students in seventh grade (13 percent) reported more than two times as much lifetime prevalence of glue sniffing than those in twelfth grade (6 percent). Over 75 percent of lifetime glue sniffers had used one or two times.

Lifetime use of liquid/spray paint, gasoline, paint thinner/toluene, other sprays (Pam, hair spray, *etc.*), or other inhalants was reported by 7 to 8 percent of all students in 1992. The prevalence patterns of each of these substances are similar to those indicated above. Lifetime prevalence decreased with grade and the large majority used these inhalants one or two times. Less than 1 percent of students used these inhalants 20 or more times.

Declines were most marked for the poppers/Medusa category, where the percentage of students who had ever used decreased by well over 50 percent (from 8 percent in 1988 to 3 percent in 1992). This is also the only category of inhalants with decreased prevalence between 1990 and 1992. In contrast to other categories of inhalants, poppers are more likely to be used by older students. The lifetime prevalence of poppers/Medusa use was about 2 percent for seventh graders, compared to almost 6 percent for seniors.

Only 2 percent of respondents reported use of freon and shoe shine/Texas Shine. While lifetime prevalence of shoe shine use decreased by grade, the prevalence varied across grades for freon use. For example, the lowest prevalence of freon use was among eighth and eleventh graders (1.9 percent), yet the highest rates were among tenth (2.5 percent) and twelfth graders (2.7 percent).

Use of Multiple Inhalants

About 15 percent of all secondary students in 1992 had used at least two different kinds of inhalants. Younger students used more types of inhalants than older students (Table 7). About 10 percent of seventh and eighth graders had ever used two or three kinds of inhalants, compared to 6 percent of seniors. In addition, 9 percent of seventh graders had ever used four or more different types of inhalants, whereas only 5 percent of seniors had

Table 7 Percent of Secondary Students Ever Using Multiple Types of Inhalants, by Grade: 1992

	None	1 Type	2-3 Types	4+ Types
All	77%	8%	8%	7%
Grade 7	74%	8%	10%	9%
Grade 8	74%	8%	10%	8%
Grade 9	77%	8%	8%	7%
Grade 10	78%	8%	8%	7%
Grade 11	80%	7%	7%	6%
Grade 12	82%	7%	6%	5%

done so. Again, this difference in lifetime use could be due to inhalant users dropping out before reaching the upper grades.

School Factors and Inhalant Use

About 4 percent of secondary students normally use inhalants before or during school. Two percent of all students attended at least one class while high on inhalants during the past school year. That percentage is slightly higher among seventh through ninth graders (3 percent), and declines to almost 1 percent among juniors and seniors.

Use of inhalants is associated with lower course grades, increased truancy, and more disciplinary problems in all grades. About 26 percent of secondary students who normally get F's used inhalants during the past school year, while only 7 percent of students receiving A's reported past school-year inhalant use (Figure 11). Also, 26 percent of students who cut school on ten or more days in the past school year used inhalants during the year prior to the survey, compared to only 9 percent of those who never cut school

Figure 11 Percent of Secondary Students Who Used Inhalants During Past School Year, by Academic Performance: 1992

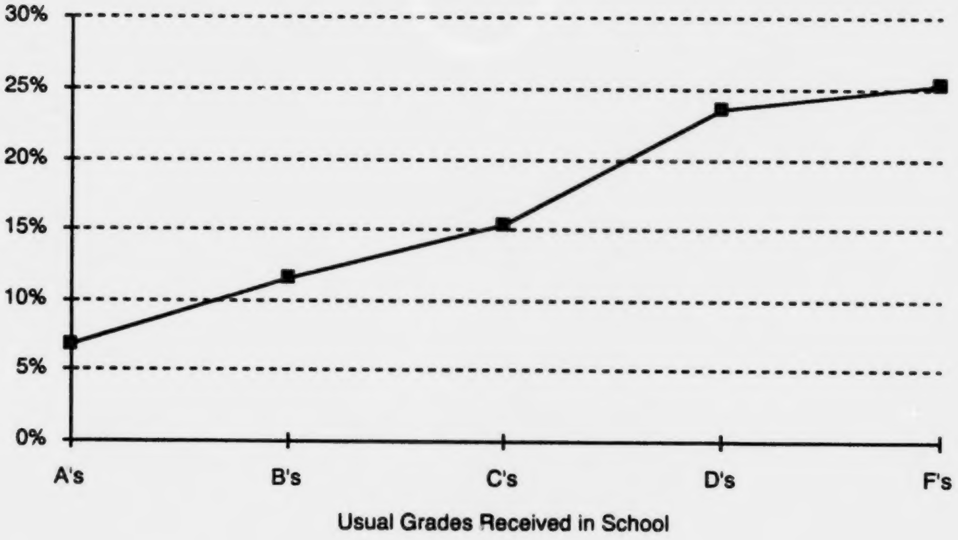
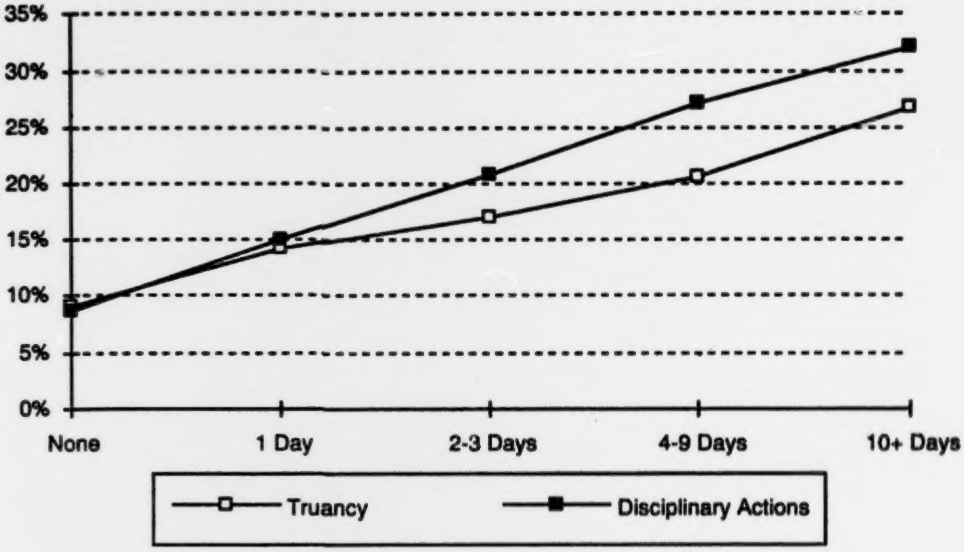


Figure 12 Percent of Secondary Students Who Used Inhalants During Past School Year, by Number of Days of Truancy/Disciplinary Actions: 1992



(Figure 12). About 32 percent of students who had disciplinary problems on ten or more school days also used inhalants during the past school year, compared to only 8 percent of those without any disciplinary problems.

Although inhalant use among adolescents is related to lower grades, more truancy, and more disciplinary actions, this relationship does not indicate the cause and effect. The correlates, however, do clearly demonstrate that inhalant-using students have many of the characteristics associated with dropping out: poor academic achievement, low motivation (suggested by increased truancy), and poor adjustment to school (indicated by increased disciplinary problems).

Illicit Drugs

Introduction

Eight types of illicit drugs are listed in the school survey: marijuana, cocaine, crack, uppers, downers, hallucinogens, Ecstasy, and steroids. Compared to alcohol or inhalants, illicit drugs are relatively difficult to obtain. About 24 percent of secondary students believed marijuana was very easy to get, whereas over 50 percent said alcohol was very easy to obtain. Ten percent of all students (13 percent of seniors) said marijuana and/or other illicit drugs were used at most or all of the parties they attended during the school year; 8 percent said most or all of their friends used marijuana. All of these measures have declined since 1988.

Students perceive some illicit substances (such as cocaine and crack) to be more dangerous than others, though the majority of respondents agree that illicit substances of all types are very dangerous to use. According to students surveyed, parents are more inclined to disapprove of their children using illicit drugs than alcohol: 86 percent of students said their parents strongly disapprove of kids using marijuana, whereas only 60 percent felt their parents held that opinion about drinking beer. About 4 percent of all students reported getting into difficulties with their friends or dates because of drug use, and 1 percent had gotten into trouble with police because of drugs.

Prevalence and Frequency of Use

Use of illicit drugs declined between 1988 and 1992 (Figure 13). About 22 percent of Texas secondary students in 1992 had used some type of illicit substance during their lifetime, compared to 25 percent in 1990 and 39 percent in 1988. Past-month use was down as well, decreasing from 17 percent in 1988 to 10 percent in 1990 to 8 percent in 1992. Use of illicit substances was highest among seniors: 32 percent had ever used an illicit drug and 10 percent did so in the 30 days prior to the survey. These numbers are down from 1988, when 54 percent of seniors had ever used any illicit drug, and 20 percent had used in the previous month.

While inhalants are more of a problem among younger students, illicit drugs are more of a problem among older students. Experimental use of illicit drugs increases with grade, as does the proportion of students who have used more than twice. For example, 5 percent of seventh graders in 1992 had used an illicit drug only one or two times in their lives, and 6 percent of them had used illicit drugs more than two times. Of seniors, however, about 10 percent had used once or twice, and 22 percent reported using more than two times.

Figure 13 Percent of Secondary Students Who Have Ever Used Selected Illicit Substances: 1988, 1990 and 1992

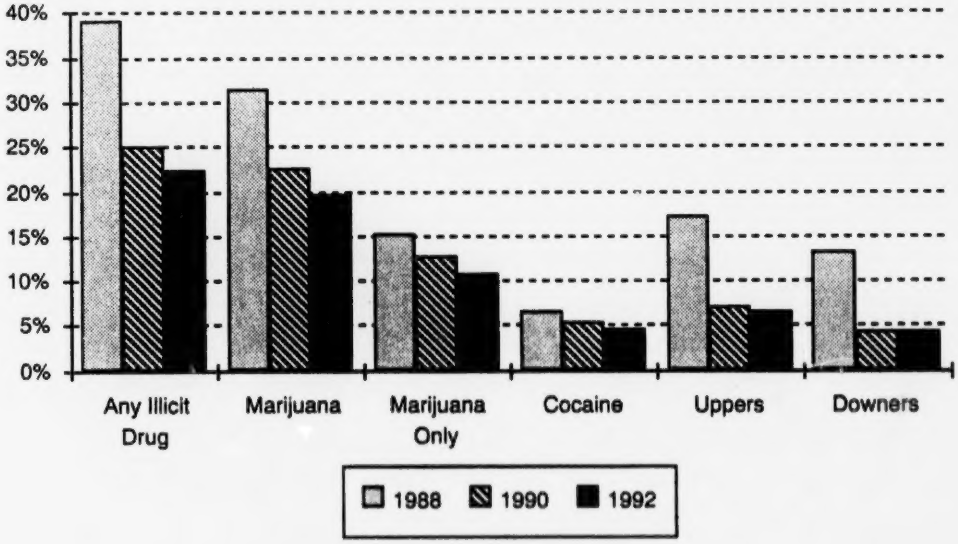
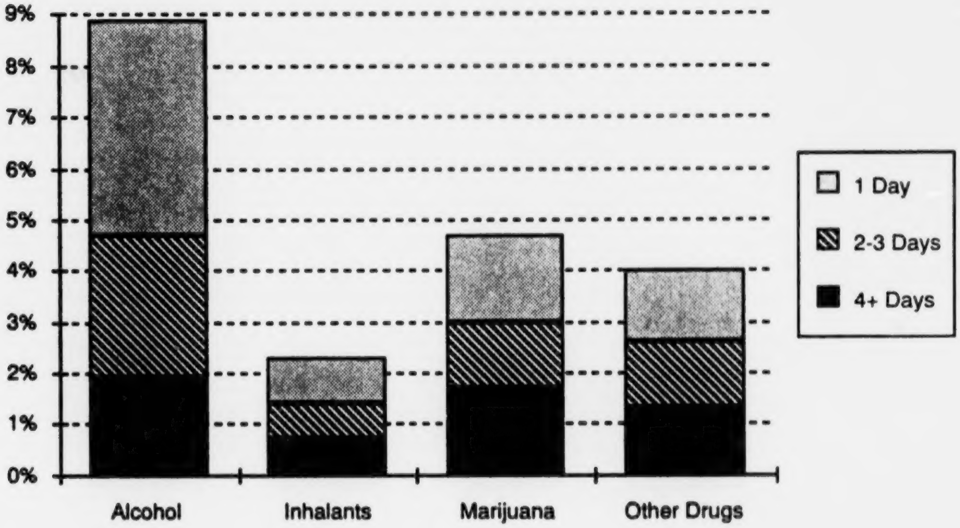


Figure 14 Percent of Secondary Students Attending Class While High on Selected Substances, by Number of Days: 1992



Of those students who have ever used illicit drugs, the number that had done so only one or two times increased between 1988 and 1992 (from 30 percent to 36 percent).

Data indicates that in addition to using illicit drugs less often, more students are limiting their illicit drug use to marijuana. In 1988, about 39 percent of students using illicit drugs reported using marijuana but had never used any other type of illicit substance. By 1992, almost 50 percent of all illicit drug users had limited their use to marijuana. These findings may indicate that students are less inclined to use multiple substances.

Class Attendence While High

Attending class while high on illicit drugs is less prevalent than attending class while drunk. About 5 percent of secondary students had attended class while high on marijuana, 4 percent had done so while high on some other illicit drug, and 9 percent had done so while drunk on alcohol (Figure 14). Of those students who attended at least one class while high on marijuana, 36 percent reported doing so on four or more days. Eleven percent of all students said they normally used marijuana on weekends, 3 percent usually used it after school, and 3 percent typically consumed marijuana before and during school.

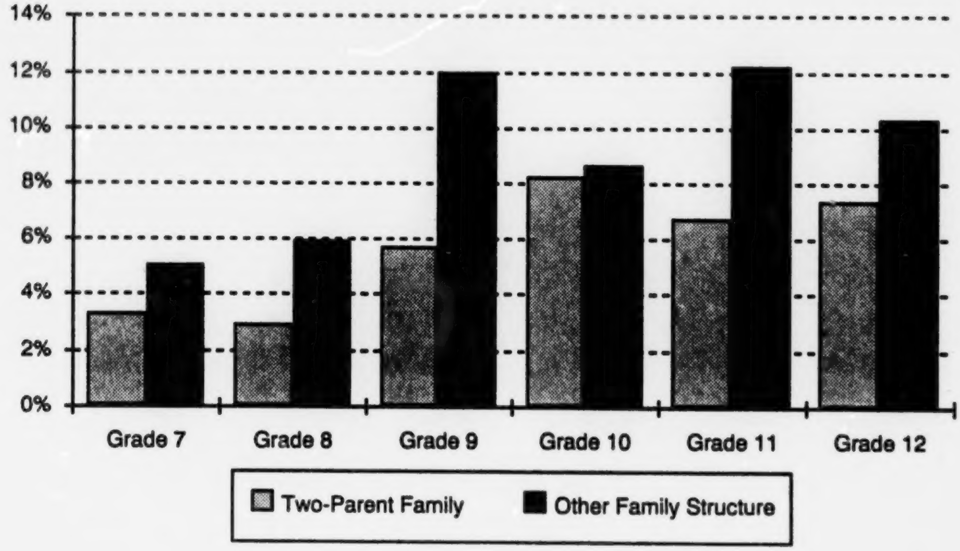
Marijuana

Marijuana is the most commonly used illicit drug and the fourth most prevalent substance overall. Lifetime prevalence of marijuana use dropped from 32 percent in 1988 to 20 percent in 1992, and current prevalence decreased from 12 percent to 7 percent. Older students are more likely to use marijuana than younger students. Ten percent of seventh graders in 1992 had used marijuana during their lifetime, compared to 29 percent of seniors. About 4 percent of seventh graders used marijuana in the past month and 8 percent of seniors did so. About 11 percent of all students had used marijuana three or more times, and 4 percent used that often just in the month prior to the 1992 survey.

Between 1988 and 1992, marijuana use among secondary students decreased significantly. Eighth graders showed the greatest rate of decrease in lifetime use (55 percent) as well as current use (66 percent). Though male students were more likely to use marijuana than female students, the percentage decrease of lifetime use between 1988 and 1992 was higher among females (41 percent) than males (33 percent). Hispanic youth in 1992 had the highest lifetime (24 percent) and current (9 percent) prevalence for marijuana, whereas black youth had the lowest (16 percent lifetime, 4 percent current). However, the greatest decrease in lifetime use was among white youth (41 percent), whereas the greatest decrease in current use was among black youth (54 percent).

Secondary students who make grades of C's or lower report more than two times as much lifetime and current prevalence of marijuana use than those making A's and B's. Marijuana use is lower among students living with two parents, especially among ninth and eleventh graders. For example, 6 percent of ninth graders from two-parent families used marijuana in the past month, compared to 12 percent of those from other family structures (Figure 15). In addition, urban students were slightly more likely than non-urban students to have ever used marijuana (21 percent versus 18 percent).

Figure 15 Percent of Students Who Used Marijuana in Past Month, by Grade and Family Structure: 1992



Marijuana use is more frequently associated with behavior difficulties than any other substance. Students who got into trouble with school officials on four or more days in the past school year were about eight times more likely to use marijuana during the month before the survey than students reporting no conduct problems. However, those same students were only about four times more likely to use inhalants and three times more likely to drink alcohol.

A stronger relationship exists between absenteeism and marijuana consumption than for any other substance. Those who missed school on four or more days during the past year were about three times more likely to have used marijuana during the past 30 days than students who did not miss any school. The ratio is about two-to-one for alcohol.

Although more students attended at least one class while drunk on alcohol than high on marijuana, marijuana users did so more frequently. Thirty-six percent of students who have gone to class high on marijuana have done so four or more days; by comparison, only 21 percent of students attending class while drunk on alcohol did so on four or more occasions (rates were 30 percent for students using inhalants, and 33 percent for those using other types of drugs).

Uppers

Uppers include stimulants such as amphetamines, benzedrine, and prescription drugs which are taken to get high rather than according to a doctor's orders. Uppers are the second most frequently used illicit drug among secondary students in Texas. Lifetime use of uppers fell from 17 percent in 1988 to 7 percent in 1992, while current prevalence dropped from 6 percent to 2 percent. Changes in the use of uppers between 1988 and the recent surveys may be at least partially due to the fact that Ecstasy was not listed as a separate category in 1988; students who had used Ecstasy in 1988 may have included that use in the uppers category.

Lifetime prevalence for uppers in 1992 ranged from 2 percent among seventh graders to 10 percent among seniors. From 1988 to 1992, seventh graders showed the greatest decrease (79 percent) in lifetime use of uppers prevalence, and ninth graders showed the lowest decrease (55 percent). Slightly more male students reported use of uppers in 1992 than female students; however, in the eighth and eleventh grades, females had higher prevalence than males. White youth had the highest lifetime (9 percent) and current (3 percent) prevalence, Hispanic youth had slightly lower prevalence (7 percent lifetime and 2 percent current), and black youth had the lowest prevalence (1 percent lifetime and less than 0.5 percent current). Yet, the largest decrease between 1988 and 1992 was among black students, both in lifetime and current use of uppers.

Secondary students from two-parent homes were slightly less likely to use uppers than those from other family situations. Students in tenth grade were the exception, with the higher lifetime rate among those living with two parents (9 percent) rather than those from other family structures (7 percent). Whereas urban and non-urban students were equally likely to have used uppers in 1988 (17 percent), by 1992 non-urban students had a slightly higher prevalence than urban students (8 percent versus 5 percent).

Downers

Downers include Quaaludes, sleeping pills, barbiturates, and tranquilizers such as Valium or Librium. Use of downers decreased more than any other substance between 1988 and 1992. Only 5 percent of all students in 1992 reported using downers in their lifetime compared to 13 percent in 1988. Past-month use of downers declined from 4 percent to 1 percent. In 1992, lifetime use of downers ranged from 2 percent for seventh graders to 6 percent for seniors, whereas past-month use was about the same (1 percent) for students in each grade. Between 1988 and 1992, seventh graders had the greatest decrease of lifetime downers use; however, the greatest change in current use was among eighth graders.

As was the case with uppers, lifetime use of downers in 1988 was higher among female students (15 percent) than among male students (12 percent). In 1992, though the gender difference narrowed, females still reported a slightly higher prevalence of downers use than males (5 percent versus 4 percent). White and Hispanic youth had similar prevalence rates (5 to 6 percent lifetime, 1.5 percent current), and black youth had the lowest prevalence (1 percent lifetime, less than 0.5 percent current). However, among the three race/ethnic groups, the greatest decrease of prevalence between 1988 and 1992 was among black students. As for most other substances, use of downers was lower among students from two-parent households than students from other family structures. Whereas urban and non-urban students were equally likely to have used downers in 1988 (13 percent), non-urban students had a slightly higher prevalence rate (6 percent) than urban students (4 percent) in 1992.

Cocaine

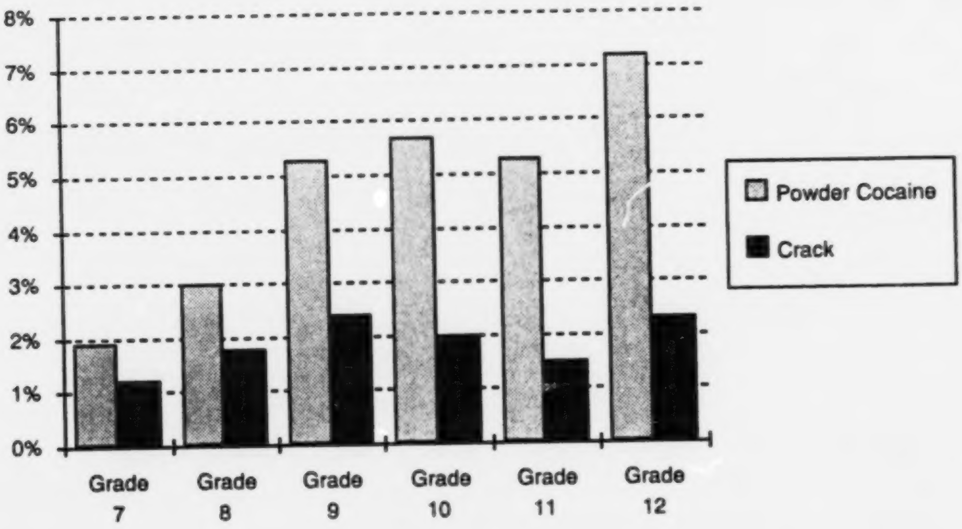
Students were asked about their use of both the powdered form of cocaine, which is typically inhaled or dissolved for injection, and the crack (or rock) form, which is typically smoked. Five percent of Texas secondary students in 1992 had used powdered cocaine during their lifetime and 1 percent reported doing so in the month prior to the 1992 survey. Just under one-half of those who had used powdered cocaine (about 1.3 percent of all students) had done so three or more times during the past school year. Lifetime prevalence ranged from 2 percent among seventh graders to 7 percent among seniors. During the month before the survey, only 1 percent of seventh graders and 2 percent of seniors used powdered cocaine.

Male students are more likely to use powdered cocaine than female students, especially among students in the upper grades, where 10 percent of senior males reported lifetime use in comparison to only 5 percent of senior females. In lower grades, the difference between male and female prevalence was very small. Hispanic youth had the highest prevalence of powdered cocaine use (8 percent lifetime and 2 percent current), whereas black youth had the lowest (1 percent lifetime and less than 0.5 percent current).

Lifetime prevalence of cocaine/crack among all secondary students decreased from 7 percent in 1988 to 5 percent in 1992. Cocaine/crack use tends to be almost three times higher among students making poor grades. Yet, lifetime use of cocaine/crack for students making grades of C's or below decreased by 24 percent between 1988 and 1992 (from 12 percent to 9 percent), compared to a decrease of 19 percent for students making A's and B's. Whereas urban students in 1992 were slightly less likely to have used cocaine/crack than those in 1988 (prevalence decreased from 8 percent to 5 percent), the lifetime rate for non-urban students remained about the same (5 percent).

The percentage of students who said they had used the crack form of cocaine has remained essentially the same since 1990. Very little use of crack is reported. Only 2 percent have used it during their lifetime, and less than 0.5 percent used it during the month before the survey. Unlike most other substances, crack does not demonstrate a

Figure 16 Percent of Students Who Have Ever Used Powder Cocaine and Crack, by Grade: 1992



strong pattern of progressive use with increasing grade levels: about 1 percent of seventh graders and about 2 percent of eighth graders and above have used the substance (Figure 16). This relatively flat pattern of use indicates that crack is about equally accessible to students of all grades.

Hallucinogens

LSD, PCP, peyote and "magic mushrooms" are some of the most common hallucinogens. About 5 percent of all secondary students in 1992 had used some type of hallucinogen at least one time in their life. Prevalence ranged from 2 percent for seventh graders to 8 percent for seniors. Two percent of those surveyed used a hallucinogen during the month prior to the survey. More males than females report using hallucinogens. This is especially true for seniors, where 10 percent of males report lifetime use in comparison to 6 percent of females. White youth had the highest prevalence rates (7 percent lifetime and 2 percent current), Hispanic youth had slightly lower use rates (5 percent lifetime and almost 2 percent current), and black youth reported virtually no use of hallucinogens (almost 1 percent lifetime and less than 0.5 percent current).

The lifetime use of hallucinogens among secondary students was 26 percent lower in 1992 than in 1988. However, unlike other illicit substances, lifetime prevalence of hallucinogens in 1992 was slightly higher than in 1990. The increased prevalence was most evident among ninth graders, male students, black youth, and Hispanic youth. Over one-half of hallucinogen users in the recent two surveys had used this substance three or more times in their lifetime.

Ecstasy

Almost 3 percent of secondary students in 1992 had used Ecstasy at least once during their lifetime and almost 1 percent used it in the past month. In 1990, lifetime prevalence was 4 percent and past-month prevalence was just over 1 percent. Ecstasy consumption is somewhat higher among older students: lifetime use was less than 1 percent for students in eighth grade, but increased to 4 percent among eleventh graders and 6 percent for seniors. Male students (3 percent) were somewhat more likely to have ever used Ecstasy than female students (2 percent). Ecstasy was more prevalent among white students than any other race/ethnic group. Four percent of white students had used Ecstasy during their lifetime, compared to 2 percent of Hispanics and less than 0.5 percent of blacks.

Steroids

Two percent of all students surveyed in 1992 had ever used steroids, and less than 0.5 percent used steroids during the month before the survey. These rates are about the same as in 1990. All grades in 1992 reported under 2 percent lifetime prevalence. Steroid consumption is virtually an all-male phenomenon: 3 percent of males reported lifetime use, compared to less than 1 percent of females. Past-month steroid prevalence among male students remains constant at about 1 percent for all grades (except the tenth grade, where prevalence is less than 0.5 percent). White youth have the highest lifetime use of steroids (2 percent); Hispanic youth and black youth report prevalence rates of 1 percent. Among white students, the lifetime rate was highest for tenth graders (4 percent). Students making grades of C's or lower were almost two times more likely to use steroids than those reporting grades of A's and B's. As with uppers and downers, students living in the largest metropolitan areas tended to use steroids less than those living in other parts of the state. As expected, steroid use is more prevalent among students who participate in athletics than among students who do not (Table 8). More than 2 percent of all students who participate in athletics have ever used steroids, compared to 1 percent of those who do not play sports.

Table 8 Percent of Students Who Have Used Steroids, by Grade and Athletic Participation: 1992

	Athletes		Non-Athletes	
	Ever Used	Used Past Month	Ever Used	Used Past Month
All	2.2%	0.6%	1.0%	*
Grade 7	1.8%	1.0%	1.7%	*
Grade 8	1.6%	*	0.6%	*
Grade 9	3.0%	0.8%	0.8%	*
Grade 10	2.5%	*	1.4%	*
Grade 11	1.8%	*	0.7%	*
Grade 12	2.4%	0.6%	1.0%	*

* Less than 0.5%

DEMOGRAPHIC VARIABLES AND SUBSTANCE USE

Sex

Males are more likely to use substances than females, especially in the higher grades (Appendix B, Tables B3 and B4). Use of downers was an exception, with the higher rates of lifetime and current use reported among female students. Another exception was in the lower grades, where female students had higher prevalence rates than males for inhalants. Between 1990 and 1992, decreases in lifetime use were greater among females than males for tobacco, alcohol, any illicit drug, marijuana, uppers, and Ecstasy. In that same time period males showed a greater increase in lifetime use of crack than females.

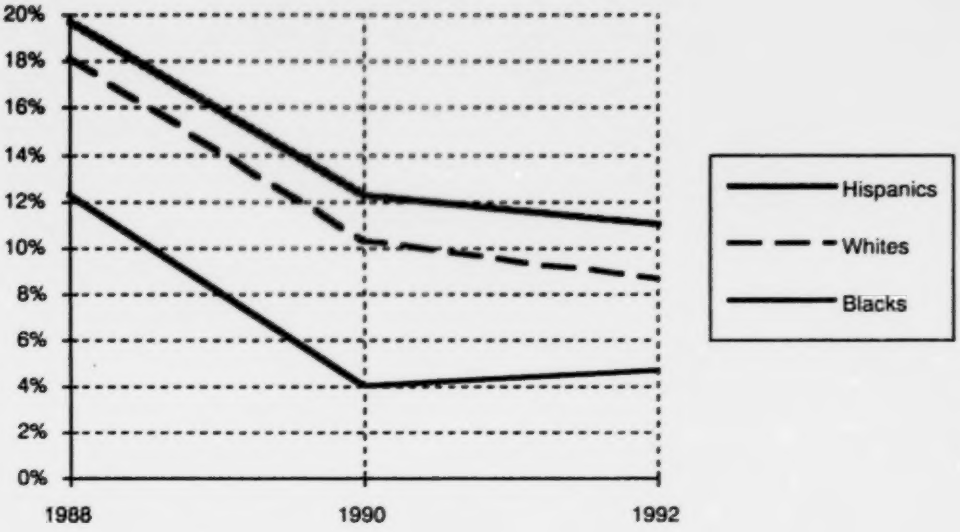
Race / Ethnicity

Race/ethnicity plays an important role in the patterns of substance use among secondary students, especially in the higher grades (Appendix B, Tables B5, B6 and B7). Between 1988 and 1990 the proportion of secondary students who had ever drunk alcohol increased in all three race/ethnic groups, with black students showing the greatest rate of increase (from 64 percent to 83 percent; see Figure 3 in Executive Summary). Between 1990 and 1992 the percentage of youth who had ever drunk alcohol decreased in all three race/ethnic groups: the percentage of white students who had ever drunk alcohol decreased by 9 percent, and the percentage of Hispanic and black students decreased by 5 percent.

The net result of these changes over four years is that blacks, who in 1988 had the lowest percentage of youth who had ever drunk alcohol, had the highest percentage by 1992. The proportion of Hispanic secondary students who had ever drunk alcohol stayed about the same between 1988 and 1992. Only white students showed a decrease between 1988 and 1992 in the percentage of students who had tried alcohol.

There were also shifts in race/ethnic proportions of those who used an illegal drug in the past month (Figure 17). Between 1988 and 1990 the proportion of students reporting past-month illegal drug use decreased significantly among all three race/ethnic groups, with the greatest decrease seen among black students. Between 1990 and 1992 the decrease in the proportion of past-month drug users slowed for all three race/ethnic groups: the drop for white students was from 10 percent to under 9 percent, the drop for Hispanics was from 12 percent to 11 percent, and black students reported a very slight increase in the percentage of past-month drug users (from 4 percent to almost 5 percent). In other words, the percent of past-month illicit drug users decreased slightly between 1990 and 1992 among whites and Hispanics, but increased slightly for black students.

Figure 17 Percent of Secondary Students Who Used Illicit Drugs in Past Month, by Race / Ethnicity: 1988, 1990 and 1992



Hispanic students in 1992 reported the highest lifetime prevalence for tobacco, inhalants, any illicit drug, marijuana, cocaine, crack, and downers. White students had the highest prevalence rates for hallucinogens, uppers, steroids, and Ecstasy. Black students had the lowest rates in all substance classes except for alcohol and "marijuana only," where their prevalence was highest. Although lifetime use of illicit drugs among Texas students decreased from 1990 to 1992 in all grades, Hispanic students reported higher prevalence of use for crack, hallucinogens, uppers, and downers in 1992 than in 1990. White students showed the greatest declines in lifetime use for tobacco, alcohol, and cocaine during the two years.

These race/ethnic trends suggest that recent prevention efforts have been most successful among white students and less successful among minority students. Black students are more likely to have drunk alcohol in 1992 than they were in 1988. Of the three race/ethnic groups, Hispanics still have the largest proportion of youth who report past-month use of an illicit substance, as has been the case since 1988. The majority of substance use decreases between 1990 and 1992 were among white students. Future decreases in substance abuse will depend on more effective prevention with minority students.

Family Structure

Students who live with both parents are less likely to use substances than those who live in other family structures (Table 9; Appendix B, Tables B10 and B11). In 1992, 71 percent of secondary students living in a two-parent home had drunk alcohol at least once during their lifetime, compared to 83 percent of those living in other family situations. The

Table 9 Percent of Secondary Students Who Have Ever Used Selected Substances, by Family Structure: 1988, 1990 and 1992

	Students in Two-Parent Family			Students in Other Family Structure		
	1988	1990	1992	1988	1990	1992
Alcohol	74%	79%	71%	78%	86%	83%
Marijuana	28%	19%	16%	39%	29%	26%
Cocaine	6%	5%	4%	9%	6%	6%
Uppers	16%	6%	6%	20%	9%	7%
Downers	12%	4%	4%	16%	6%	5%

prevalence patterns were similar for other substances. For example, the lifetime prevalence rates were 19 percent for any illicit drug, 16 percent for marijuana, and 4 percent for cocaine among students who come from two-parent homes. Students who do not live with both parents, by contrast, reported lifetime prevalence rates of 29 percent for any illicit drug, 26 percent for marijuana, and 6 percent for cocaine. The pattern holds for past month use (except inhalants).

Between 1988 and 1992, the lifetime prevalence of marijuana for students who lived with two parents dropped by 45 percent (from 28 percent to 16 percent), compared to the 33 percent decrease (from 39 percent to 26 percent) for students who did not live with both parents. However, it is worth noting that between 1988 and 1992 the lifetime prevalence for cocaine and downers declined more among students who did not live in two-parent households. The decline in lifetime prevalence of cocaine/crack over the four years was about 23 percent among students from two-parent homes, compared to 33 percent for those from other family structures.

Urbanicity

Population density is also associated with differences in substance use among secondary students in Texas (Appendix B, Tables B16 and B17). The percentage of students in the most populous counties (Dallas, Tarrant, Harris, and Bexar) who had ever drunk alcohol decreased by 5 percent between 1990 and 1992 (from 82 percent to 78 percent); the prevalence decrease was 8 percent for students in the rest of the state (from 80 to 74 percent). Lifetime use of alcohol by younger secondary students was higher among those living in the most urban counties than those in the rest of the state. In general, students who live in the most urban counties were more likely to use substances than those living in other parts of the state. However, students living outside the most urban counties reported higher rates of lifetime use for tobacco, uppers, downers, and steroids than students in Dallas, Tarrant, Harris and Bexar Counties. In the upper grades, students living outside the most urban areas had higher rates for cocaine and crack.

SES

A few questions included on the 1992 Texas School Survey are indirect indicators of the students' socio-economic status and/or disposable income: 1) the type of housing in which a student lives; 2) parental educational status; 3) whether or not the student receives an allowance; and 4) whether or not the student holds a job (Table 10).

The only question in this series that was significantly related to substance use was whether or not the student had a job. Students who hold jobs were clearly more likely to use substances than those who did not have jobs. In grades 7–9, 71 percent of job-holders had used a substance during the past school year, compared to 55 percent for those without a job. In grades 10–12, 78 percent of job-holders had used a substance, compared to 69 percent of those without a job.

Although few students live in mobile homes, they appeared to be slightly more likely than other students in grades 10–12 to have used substances in the past year. Students in grades 7–9 with a college-educated parent were slightly less likely to have used substances in the past school year than those whose parents had not achieved this educational level. Type of housing and parental education was not associated with difference in past-year substance use among students in grades 10–12.

Length in District

Students were asked how long they had lived in their current school district (1 year or less, 2-3 years, 4 years or more). In general, students who had been in the district three or fewer years were more likely to use substances than students who had lived in the district more

Table 10 Percent of Secondary Students Who Used a Substance in Past School Year, by SES Variables: 1992

	Grade 7 through 9		Grade 10 through 12	
	% Responding	% Used Subst.*	% Responding	% Used Subst.*
Housing Type				
Mobile Home	(7%)	60%	(4%)	76%
Apartment/Duplex	(12%)	59%	(10%)	71%
House	(80%)	56%	(83%)	72%
Parental Education				
College	(47%)	55%	(44%)	72%
Not College	(53%)	58%	(56%)	72%
Allowance				
Yes	(53%)	58%	(41%)	72%
No	(47%)	56%	(59%)	73%
Job				
Yes	(14%)	71%	(36%)	78%
No	(86%)	55%	(64%)	69%

*Tobacco, alcohol, inhalants, or any illicit drug than three years. There were a few exceptions in grade-specific rates, but none exceeded a percentage point in difference.

About 26 percent of the "new" students had ever used an inhalant and 26 percent had ever used any illicit drug, compared to 22 percent and 21 percent of students who had been in the district more than three years. About 6 percent of the "new" students had ever used cocaine/crack, compared to under 5 percent of longer-resident students.

Students who had been in the district three years or less were also more likely to have used substances in the past month than students who had been in the district more than three years. The one notable exception was past-month alcohol consumption; 38 percent of longer-resident students had drunk in the past month, compared to 36 percent of the "new" students. This trend in current alcohol consumption was evident in eighth through twelfth graders.

FACTORS AND BEHAVIORS RELATED TO SUBSTANCE USE

School Grades

Students' substance use is related to the grades they make in school. Students with poor grades are more likely to use substances. In 1992, students making C's or lower reported about two times as much lifetime and current use of any illicit drug, marijuana, cocaine, hallucinogens, or downers than those making A's and B's (Appendix B, Tables B8 and B9). Thirty-two percent of secondary students making C's or below had used marijuana at least once, compared to 15 percent of those making A's and B's. The prevalence rates among students making C's, D's, or F's were also higher for tobacco, alcohol, inhalants, uppers, steroids, and Ecstasy. About 17 percent of all A and B students used tobacco in the past month and 34 percent drank alcohol. Among students making C's or lower, current prevalence was 31 percent for tobacco and 46 percent for alcohol.

Between 1990 and 1992, the lifetime prevalence of most substances (except uppers) declined slightly more among A and B students than for those making C's or lower (Table 11). For example, the prevalence of alcohol dropped by 9 percent (from 79 percent to 72 percent) among students reporting A's and B's, compared to only 3 percent (from 87 percent to 84 percent) among students with lower grades. However, the prevalence declines between 1988 and 1992 were greater among C, D, and F students than among A and B students for cocaine, uppers, and downers. During these years, the lifetime prevalence of cocaine decreased by almost 33 percent (from 12 percent to 8 percent) among students reporting C's or below, whereas the prevalence dropped by 25 percent (from 4 percent to 3 percent) among A and B students. This may indicate that although overall substance use remains high, those high-risk students making lower grades are responding to anti-drug initiatives.

Table 11 Percent of Secondary Students Who Have Ever Used Selected Substances, by Academic Grades: 1988, 1990 and 1992

	Students Reporting A's and B's			Students Reporting C's, D's and F's		
	1988	1990	1992	1988	1990	1992
Alcohol	73%	79%	72%	82%	87%	84%
Marijuana	26%	18%	15%	47%	35%	32%
Cocaine	4%	4%	3%	12%	9%	8%
Uppers	15%	6%	5%	23%	11%	9%
Downers	11%	4%	4%	20%	7%	7%

School Problems

Students who have missed class or had conduct problems in school are more likely to have used alcohol or other drugs than other students. Prevalence increases as the number of absences or behavior problems increases (Table 12). Students were classified as being absent if during the school year they (a) "skipped" or "cut" class; (b) were ill; or (c) had other reasons for absences. One-quarter of students who did not miss any class during the school year drank in the past month, whereas 33 percent of those who missed 2-3 days of school drank alcohol in the past month, and 45 percent of those who missed four or more days of school drank in the past month. The pattern holds for inhalants and marijuana.

School misconduct seems to be an even stronger predictor of substance use. Students were considered to have conduct problems if during the school year they (a) were sent to someone like the principal, dean or guidance counselor because of their bad conduct or attitude; (b) had someone from home called to school because of their conduct or attitude; (c) got into trouble with teachers because of drinking; or (d) got into trouble with teachers because of drug use. Of those students who had no conduct problems during the school year, only 25 percent drank alcohol, 2 percent used inhalants, and 2 percent used marijuana in the past month. By contrast, of students who had conduct problems on four or more days, 64 percent drank in the past month, 7 percent had used inhalants, and 19 percent had used marijuana.

The prevalence rates by number of absences or conduct problems did not change for inhalants and marijuana between 1990-1992. However, prevalence decreases between 1990 and 1992 in past-month use of alcohol were slightly larger among students who had

Table 12 Percent of Secondary Students Who Used Selected Substances in Past Month, by Absences and Conduct Problems: 1992

By Number of Days of School Absences

	None	1 Day	2-3 Days	4+ Days
Alcohol	25%	31%	33%	45%
Inhalants	3%	3%	3%	3%
Marijuana	3%	4%	5%	9%

By Number of Days of School Conduct Problems

	None	1 Day	2-3 Days	4+ Days
Alcohol	25%	41%	49%	64%
Inhalants	2%	3%	3%	7%
Marijuana	2%	6%	10%	19%

incidents of misconduct in school than for those reporting no school problems. For example, the prevalence of past-month drinking among students who had not missed any class declined only slightly from 27 percent in 1990 to 25 percent in 1992, whereas the percentage dropped from 41 percent to 33 percent among those who missed 2-3 days of school. This may imply that this high-risk group is responding more to anti-alcohol messages.

Friends Who Use

Peer behavior can influence a student's substance use. Students were asked about how many of their close friends used substances. About 83 percent of all secondary school students in 1992 said that at least a few of their close friends drank alcohol, which is a much higher percentage than for other substances (Appendix C, Figure C1). Eighteen percent of seventh graders and 54 percent of seniors said that most or all of their close friends drank alcohol. About 38 percent of the students had close friends who used marijuana, and 5 percent of seventh graders and 9 percent of seniors reported that most or all of their friends used marijuana. When asked about inhalants, only 19 percent of all students said that they had any close friends who used inhalants.

Although survey data shows that more respondents' friends drank alcohol in 1992 than in 1988, the reported use of alcohol among friends declined between 1990 and 1992 (Appendix C, Figure C2). About 33 percent of the students surveyed in 1988 said that most or all of their close friends drank alcohol, compared to 41 percent in 1990 and 38 percent in 1992. Among seniors, the percentage rose from 48 percent in 1988 to 61 percent in 1990, and then decreased to 54 percent in 1992. The same pattern holds for students in other grades.

Rates of inhalant use among peers were quite similar in 1990 and 1992, yet more students' friends used inhalants in 1988. Though most (70 percent) of the students surveyed in 1988 said that none of their friends used inhalants, the percentage grew even larger to 83 percent in 1990 and dropped slightly to 81 percent in 1992. Less than 3 percent of seventh graders in 1992 reported that most or all of their friends used inhalants, which declined from almost 5 percent in 1988. In general, the patterns of friends' use of inhalants were consistent with those observed for respondents lifetime use between 1988 and 1992.

Friends' use of marijuana has decreased since 1988. About 63 percent of all respondents in 1988 said that at least a few of their close friends used marijuana; this percentage dropped significantly to 42 percent in 1990 and to 38 percent in 1992. The decreasing trend held for all students except tenth graders, who had a higher percentage of friends using marijuana in 1992 than in 1990. About 9 percent of seventh graders and 14 percent of seniors in 1988 reported that most or all of their close friends used marijuana, compared to 5 percent and 9 percent, respectively, in 1990 and 1992. Again, the general trends of marijuana use among peers between 1988 and 1992 were consistent with those of respondents' own use.

Use at Parties

About 60 percent of all students (36 percent of seventh graders and 73 percent of seniors) reported that alcohol was drunk at some parties they attended during the past school year (Appendix C, Figure C3). Forty-two percent of seniors said that alcohol was always drunk at parties they attended, whereas only 6 percent of seventh graders said so. The use of marijuana and/or other drugs at parties was less frequent; 30 percent of all students (14 percent of seventh graders and 41 percent of seniors) reported illicit drug use at some parties they attended. Only 2 percent of seventh graders and 6 percent of seniors said that illicit drugs were always used at parties. The percent of students reporting alcohol use at parties has not changed dramatically between 1988 and 1992, while the percent reporting illicit drug use at parties decreased from 37 percent in 1988 to 30 percent in 1992 (Figure 18).

Figure 18 Percent of Secondary Students Who Said Substances Are Used at Some Parties They Attend: 1988, 1990 and 1992

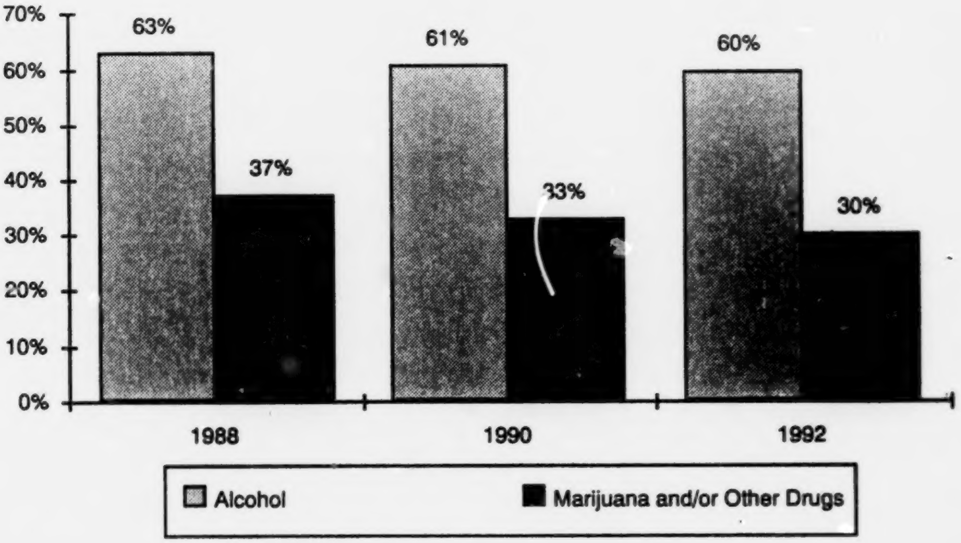
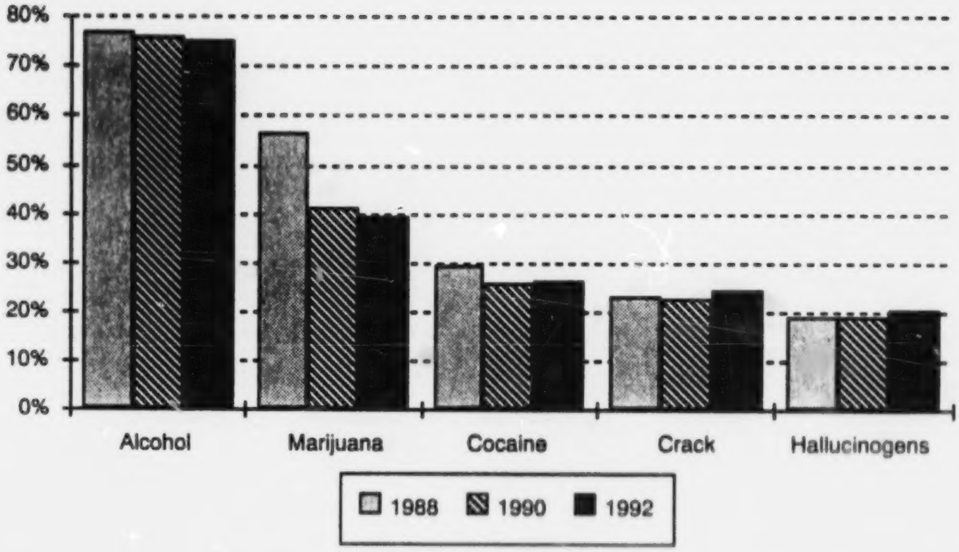


Figure 19 Percent of Secondary Students Who Said Substances Are Very or Somewhat Easy to Get: 1988, 1990 and 1992



Availability

Students reported that various substances were readily available if they wanted some. In general, students in 1992 said that alcohol and marijuana were easier to get than were other substances such as cocaine, crack, and hallucinogens (Appendix C, Figure C4). About 75 percent of all secondary school students felt that alcohol was very or somewhat easy to obtain, compared to 39 percent for marijuana, 26 percent for cocaine, and 20 percent for hallucinogens. More upper-level students said that it was easy to get substances than did younger students. For example, approximately 64 percent of seniors reported that alcohol was very easy to obtain, whereas only 34 percent of seventh graders said so. About 33 percent of seniors thought it was very easy to get marijuana, compared to 10 percent of seventh graders who felt so. Only 6 percent of seventh graders in 1992 said that it was very easy to get cocaine and crack, and 5 percent said so about hallucinogens. Among seniors, 20 percent felt cocaine and crack were very easy to obtain and 16 percent felt so about hallucinogens.

Alcohol was the easiest substance for students to obtain in 1988, 1990, and 1992 (Figure 19). The percentage of all secondary students who found alcohol to be somewhat or very easy to obtain was almost unchanged throughout the three surveys, ranging from 77 percent to 75 percent. Students in 1990 believed that it was harder to obtain illicit drugs than in 1988, yet slightly easier to get them (except marijuana) in 1992 than in 1990. About 39 percent of all students in 1992 thought marijuana was very or somewhat

Table 13 Percent of Secondary Students Who Used Substances in Past Month, by Perceived Availability: 1992

	Impossible to Get	Very Difficult to Get	Somewhat Difficult to Get	Somewhat Easy to Get	Very Easy to Get
Alcohol	4.9%	15.3%	23.9%	39.9%	49.4%
Marijuana	0.3%	1.3%	3.6%	10.2%	20.7%
Cocaine	0.1%	0.2%	0.8%	2.9%	5.4%
Crack	0.0%	0.1%	0.6%	0.8%	1.7%
Hallucinogens	0.1%	0.1%	1.2%	4.8%	8.2%

easy to get, which was slightly lower than in 1990 and 17 percentage points lower than in 1988. The percentage of all students who said cocaine was very or somewhat easy to obtain decreased from 30 percent in 1988 to 26 percent in 1990 and 1992. The numbers were almost the same between 1988 and 1992 for crack and hallucinogens.

Students' substance use is closely related to the availability of such substances. For example, 49 percent of all students who said alcohol was very easy to get actually drank alcohol during the previous month (Table 13). By contrast, only 15 percent of those who said alcohol was very difficult to get drank in the past month. The current prevalence of marijuana was about 21 percent for the students who thought marijuana was very easy to obtain, compared to only 1 percent for those who felt that it was very difficult to obtain. The relationship consistently holds for cocaine, crack, and hallucinogens.

Perceived Danger

The survey asked students how dangerous they thought it was for kids their age to use substances. The responses range from "very dangerous" to "not at all dangerous." Table 14 presents the percentage of all secondary school students in 1990 and 1992 who thought various substances were very dangerous to use. The percentage was higher in 1992 for every substance except crack. Although there was a much higher proportion of students in 1992 who thought alcohol was very dangerous than in 1990 (50 percent compared to 37 percent), alcohol is still thought to be the least threatening substance to users. In 1992,

Table 14 Percent of Secondary Students Who Think Substances Are Very Dangerous to Use: 1990 and 1992

	1990	1992
Alcohol	37%	50%
Inhalants	77%	81%
Marijuana	73%	76%
Cocaine	93%	93%
Crack	95%	94%
Ecstasy	72%	78%
Steroids	72%	79%

Table 15 Percent of Secondary Students Who Used Substances in Past Month, by Perceived Danger: 1992

	Very Dangerous	Somewhat Dangerous	Not Very Dangerous
Alcohol	23%	49%	63%
Inhalants	3%	11%	28%
Marijuana	2%	16%	36%
Cocaine	1%	11%	21%
Crack	0%	3%	7%
Ecstasy	0%	4%	10%
Steroids	0%	1%	3%

about 80 percent of students thought it was very dangerous to use inhalants, marijuana, Ecstasy, or steroids. Almost every adolescent agreed that cocaine (93 percent) and crack (94 percent) were very dangerous to use. The increasing percentage of students who think substances are very dangerous to use seems to correspond with the decreasing prevalence of substance use from 1990 to 1992.

Youth who believe substances are quite dangerous to use are less likely to actually use those substances. For example, only 23 percent of students who thought alcohol was very dangerous to use actually drank in the past month, compared to 49 percent of those who thought alcohol was somewhat dangerous and 63 percent of those who thought alcohol was not very dangerous (Table 15). Only 2 percent of adolescents who believed marijuana was very dangerous to use actually used marijuana in the past month, whereas the past-month prevalence of marijuana was 36 percent for those who believed marijuana was not very dangerous to use.

Parents' Attitudes

The majority of secondary school students in 1992 said that their parents strongly disapproved of kids their age drinking beer (60 percent) or using marijuana (86 percent) (Table 16). About 11 percent of the students said their parents were neutral on beer drinking, and 3 percent said so about marijuana. More younger students indicated strong parental disapproval of beer drinking than older students (for example, 70 percent of seventh graders versus 48 percent of seniors). However, more parents of seniors (89 percent) were perceived as strongly disapproving marijuana use in comparison to the parents of seventh graders (82 percent).

Based on the data from 1988 to 1992, it seems that parents have become more clear in expressing their attitudes toward substance use. In 1988, 18 percent of the secondary students did not know how their parents felt about beer drinking by kids their age, *Table 16 "How do your parents feel about kids your age...", Secondary Students: 1992*

Drinking Beer?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't Know
All	60%	16%	11%	3%	1%	9%
Grade 7	70%	9%	6%	2%	2%	13%
Grade 8	66%	11%	9%	2%	1%	12%
Grade 9	61%	14%	12%	3%	1%	9%
Grade 10	58%	18%	12%	3%	1%	8%
Grade 11	56%	22%	12%	4%	1%	6%
Grade 12	48%	23%	16%	6%	1%	5%

Using Marijuana?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't Know
All	86%	3%	3%	* %	1%	7%
Grade 7	82%	2%	2%	1%	2%	12%
Grade 8	86%	2%	2%	1%	1%	9%
Grade 9	85%	3%	3%	* %	1%	8%
Grade 10	87%	4%	3%	* %	2%	5%
Grade 11	89%	3%	3%	1%	1%	4%
Grade 12	89%	4%	3%	* %	1%	3%

* Less than 0.5%

compared to only 10 percent of those in 1990 and 9 percent of those in 1992. About 11 percent of the students in 1988 were not sure of their parents' attitude toward marijuana use, compared to 7 percent in 1990 and in 1992. In all three surveys between 1988 and 1992, a higher percentage of seventh and eighth graders did not know their parents' attitudes about substance compared to juniors and seniors. The percentage of secondary students who said their parents strongly disapproved of beer drinking ranged from 52 percent to 60 percent between 1988-1992; for marijuana use, the range was 82 percent to 87 percent.

Adolescents who said that their parents approved of kids their age using substances were more likely to consume substances than those who indicated parental disapproval. Only 23 percent of secondary students whose parents strongly or mildly disapproved of beer consumption actually drank during the past month, compared to 52 percent of those whose parents strongly or mildly approved (Table 17). Similarly, current use of marijuana was only 6 percent among students whose parents strongly or mildly disapproved of marijuana use, compared to 20 percent for those who indicated parental approve.

Table 17 Percent of Secondary Students Who Drank Beer/Smoked Marijuana in Past Month, by Parental Approval: 1992

	Beer	Marijuana
Disapprove	23%	6%
Approve	52%	20%
Neither Disapprove nor Approve	46%	21%
Don't Know	27%	11%

Age of First Use

Tobacco is the first substance that secondary school students try. By 1992, the average age of first use of tobacco was 12.9 years of age for seniors. Initiation of alcohol or inhalants use generally occurs about 0.3 years later than tobacco use, and the first use of marijuana generally occurs about 1.2 years later than tobacco use. In general, students first try cocaine at an older average age than other substances (about two years later than tobacco). Students start using licit substances earlier than they begin using illicit drugs. This observation is consistent with current views of substance use progression, which hold that alcohol and cigarettes are "gateway drugs" into the continuum of substance use.

Prevalence changes in substance use between 1988 and 1992 may partly result from the differences in the average age of first use. On average, seniors in 1992 who had used substances began using at a younger age than seniors in 1988, but at an older age than those in 1990 (Table 18). The decreased age of first use between 1988 and 1990 was more dramatic than the increased age of first use between 1990 and 1992. For example, the initiation of marijuana use for seniors in 1988 occurred at 14.6 years, which is about 0.4 years later than in 1990 but only 0.2 years later than in 1992. Similarly, the average age of first use for downers among seniors decreased by one year from 1988 to 1990, but then increased by 0.4 years from 1990 to 1992.

Table 18 Age of First Use of Substances Among Seniors, in Years: 1988, 1990 and 1992

	1988	1990	1992
Tobacco	*	12.8	12.9
Alcohol	12.9	13.3	13.5
Inhalants	14.4	13.3	13.0
Marijuana	14.6	14.2	14.4
Cocaine	15.8	15.2	15.2
Hallucinogens	15.8	15.0	15.2
Uppers	15.3	14.5	14.7
Downers	15.1	14.1	14.5

* Not Available

Alcohol is the only substance for which the age of first use has continuously increased from 1988 to 1992. Among seniors, the average age of first use for alcohol was 12.9 years in 1988, compared to 13.3 years of age in 1990 and 13.5 years of age in 1992. On the other hand, inhalants were the only substance for which the average age of first use decreased from 1988 to 1992. Seniors in 1992 began using inhalants at 13.0 years of age, which is about 0.3 years earlier than reported by seniors of 1990 and 1.4 years earlier than in 1988.

Trouble With Friends/Authority

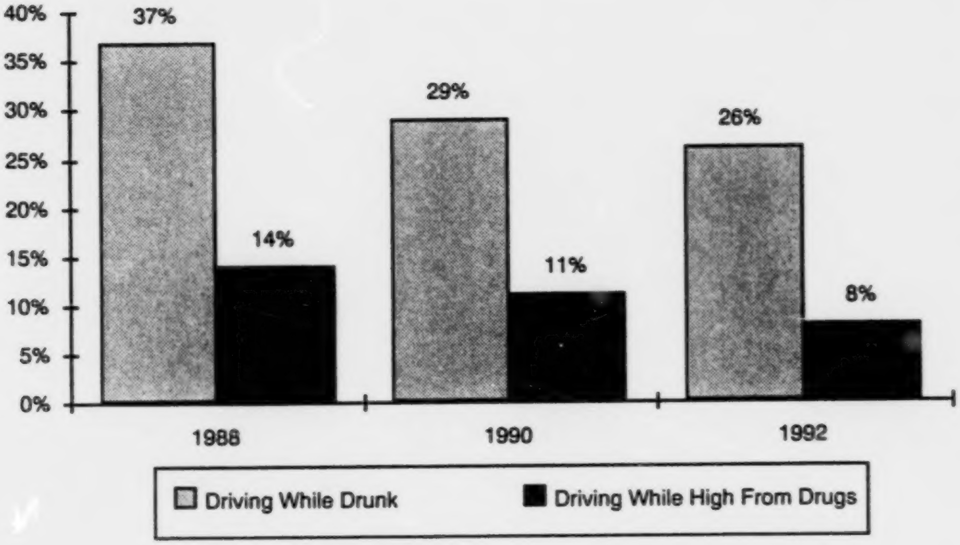
Students were asked if they had experienced difficulties with their friends because of alcohol or drugs during the past year. About 10 percent of all secondary students in 1992 had trouble with their friends and 9 percent were criticized by someone they were dating because of their drinking behavior (Appendix C, Figure C5). The older students were more likely to have these problems than younger students. For example, 15 percent of seniors had difficulties with friends because of drinking compared to only 6 percent of seventh graders. Fewer students reported drug-related problems with friends (4 percent) and with dates (almost 4 percent). Between 1988 and 1992, the number of students reporting alcohol- and drug-related problems declined, especially among seniors reporting drug-related problems. In 1988, about 6 percent of seniors had trouble with friends and 10 percent were criticized by dates because of their own drug use, whereas the numbers decreased to 3 percent and 4 percent, respectively, in 1992.

Students were also asked about trouble with authority figures related to alcohol and drugs. In 1992, 5 percent of all students had gotten into trouble with the police because of drinking during the past year, and only 1 percent had trouble with their teachers due to drinking (Appendix C, Figure C6). More older students had trouble with the law because of alcohol consumption (8 percent of seniors compared to 3 percent of seventh graders). Only 1 percent of all students got into trouble with the police or their teachers due to their own drug use. The frequency of these problems changed only slightly between 1988 and 1992.

DWI

Drunk driving is one of the most disturbing consequences of alcohol consumption. In 1992, 26 percent of seniors admitted driving a car "after having a good bit to drink" at least once in the past year, and 8 percent of them had done so at least four times (Appendix C, Figure C6). In comparison, only 8 percent of seniors reported driving when they felt high from drugs, and 3 percent had done so four or more times.

Figure 20 Percent of Seniors Who Drove While Drunk or High: 1988, 1990 and 1992



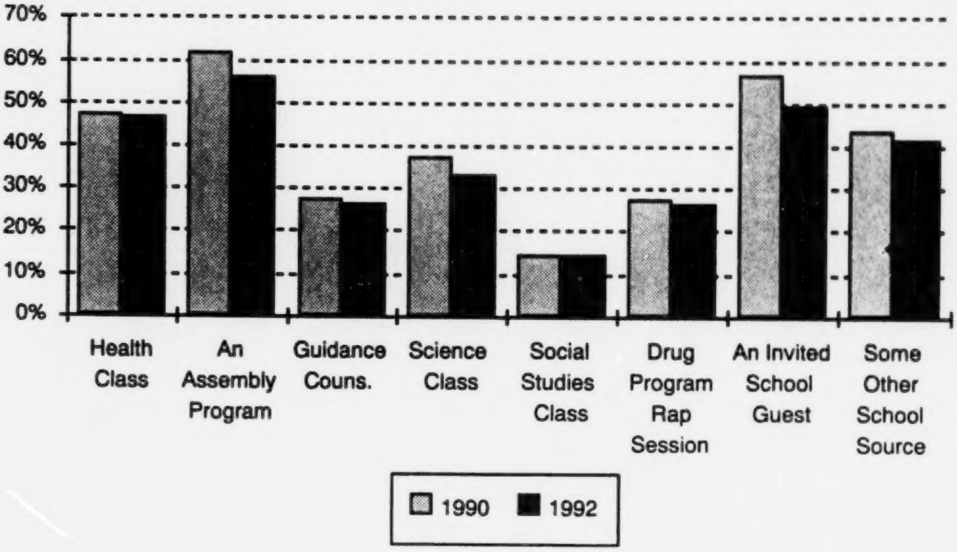
The percentage of students reporting driving while drunk has sequentially decreased since 1988 (from 37 percent to 26 percent for seniors; Figure 20). Similarly, the percentage of seniors reporting driving while high from drugs has dropped from 14 percent to 8 percent (a decrease of 43 percent).

Information

Students were asked whether they had gotten any information on drugs or alcohol from various school sources during the past school year. The most likely source of information that students reported was an assembly program, followed by an invited school guest and health classes. Fifty-six percent of the students said they had received information from an assembly program, 50 percent from an invited school guest, and 47 percent from health classes. Lower proportions of students received information from science classes (33 percent), drug program or rap sessions (27 percent), guidance counselors (26 percent), and social studies classes (14 percent). About 19 percent said that they had not received information from any school source (Appendix C, Figure C7).

In 1992, younger students were more likely to receive information about alcohol and other drugs from a school source than were older students: 86 percent of seventh grade students said they learned about substance abuse from a school source, compared to 73 percent of seniors. This pattern holds for virtually all school-based sources of information. Among seventh graders, the most often reported source of information was science classes (60 percent). However, an assembly program was the source reported by the greatest number of seniors (50 percent).

Figure 21 Percent of Secondary Students Who Received Information From School-Based Sources: 1990 and 1992



Although more than 80 percent of secondary students in 1992 received information about substance abuse from a school source, the percentage of students receiving such information declined by 7 percent between 1990 and 1992. The percentage of students receiving information from an invited school guest declined by 12 percent, from a science class decreased by 11 percent, and from an assembly program decreased by 10 percent (Figure 21).

Where Students Go For Help

Data from the survey indicates that if students had a drinking or drug problem, they would be most likely to talk first to their friends about it. About 73 percent of all secondary students (63 percent of seventh graders and 78 percent of seniors) in 1992 said that they would go to friends for help. Unfortunately, given the strong relationship between substance use by respondents and their friends' use, confiding in friends may not be the best way to get help. About 59 percent of all students said they would go to an adult outside of school (such as a relative, clergyman, or family friend); other sources of help specified were parents (54 percent), a counselor or program outside of school (46 percent), a medical doctor (39 percent), a counselor or program in school (37 percent), and another adult in school, such as the school nurse or teacher (36 percent).

Between 1988 and 1992, the year in which the highest percentage of students said they would seek help to deal with a substance abuse problem was 1990 (Appendix C, Figure

C8). Although that percentage decreased from 1990 to 1992, the number was still much higher than in 1988. Secondary students who would go to another adult in school increased by 26 percent between 1988 and 1992 (from 28 percent to 36 percent), and those who would go to a counselor or program in school increased by 24 percent (from 30 percent to 37 percent) in that same time period. Also, the percentage of students who would seek help from their parents, a medical doctor, or a counselor or program outside of school increased 15-17 percent over the four years.

Students Who Would Seek Help From Adults

Data from the school survey indicates that students who would seek help from adults for a substance-related problem are less likely to use drugs or alcohol than those students who would not seek help from an adult. For example, 74 percent of secondary students who would seek help from adults with a substance abuse problem have used alcohol at least once during their lifetime, compared to 88 percent of those who would not turn to an adult for help (Appendix B, Table B12 and B13). This pattern consistently holds for all substances and all grade students. Also, students who would not seek help from adults reported about three times as much current use of cocaine, hallucinogens, uppers, and downers, and about twice as much current use of any illicit drug or marijuana than those who would seek help from an adult.

Figure 22 compares the lifetime prevalence between 1988 and 1992 of alcohol and any illicit drug for all secondary students who would/would not turn to an adult for help with a substance-related problem. Over the four years, the prevalence declines were higher

Figure 22 Percent of Secondary Students Who Have Ever Used Substances, by Who Would/Would Not Seek Help From Adults: 1988, 1990 and 1992

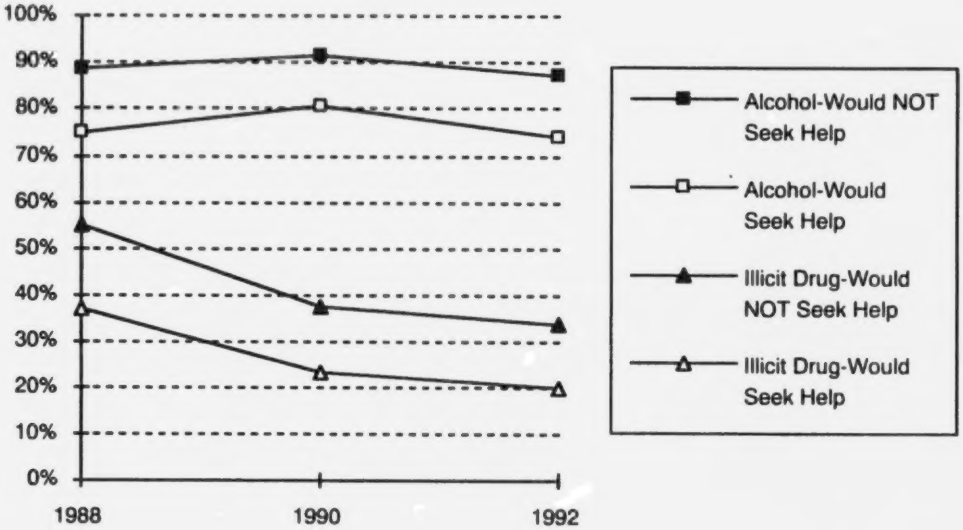


Table 19 Percent of Students Who Have Sought Help For Problems Related to Their Substance Use, by Grade: 1988, 1990 and 1992

	1988	1990	1992
All	5%	7%	6%
Grade 7	7%	9%	7%
Grade 8	7%	8%	7%
Grade 9	5%	7%	8%
Grade 10	5%	6%	6%
Grade 11	4%	5%	5%
Grade 12	5%	6%	4%

among students who would seek help from an adult: lifetime prevalence of any illicit drug decreased by 46 percent (from 37 percent to 20 percent) for these students, compared to a smaller decrease of 39 percent (from 55 percent to 34 percent) for students who would not turn to an adult for help. This finding suggests that recent decreases in substance use may have been comprised mostly of students who would go to an adult for help with a substance-related problem.

Students Who Have Sought Help

Students were asked whether they had sought help, other than from family or friends, for problems in any way connected with their use of alcohol, marijuana, or other drugs in the past school year. Among all secondary students in 1992, only 6 percent said they had sought help for problems related to substance use (Table 19). The percentage was slightly higher among the younger students (7 percent for seventh and eighth graders) than the older students (4 percent for seniors).

Between 1988 and 1992, the percentage of students who sought help for substance abuse problems rose except among seniors. The percentage increased by 18 percent for students overall (65 percent for ninth graders), yet decreased by 20 percent for seniors. There are several reasons which could explain the overall percent increase: greater awareness of the consequences of substance use is encouraging substance-abusing students or their families to seek help more promptly than in the past; more students are using alcohol or drugs to the point that they need help; or, increases in the number and capacity of counseling services for adolescents are drawing more substance-abusing students.

Outside Activities

Students were asked to identify if they regularly participated in any of 11 extracurricular activities. In general, the more activities a student identified, the less likely the student was to use substances (alcohol, tobacco, inhalants, or illicit drugs). For example, 48 percent

Table 20 Percent of Secondary Students Who Used Substances, by Number of Extracurricular Activities: 1992

No. Activities	Tobacco Ever	Tobacco Past Month	Alcohol Ever	Alcohol Past Month
0	60.5%	28.0%	76.9%	40.9%
1	56.7%	22.5%	76.1%	38.6%
2	53.4%	19.7%	75.4%	36.0%
3+	48.3%	15.2%	74.2%	33.7%

No. Activities	Marijuana Ever	Marijuana Past Month	Any Illicit Drug Ever	Any Illicit Drug Past Month
0	28.3%	11.5%	30.8%	13.7%
1	22.0%	8.0%	24.7%	9.5%
2	17.0%	5.1%	19.9%	6.7%
3+	13.6%	3.7%	16.3%	5.2%

of students who participate in more than three extracurricular activities had ever used tobacco, compared to about 61 percent of those who do not participate in any extracurricular activities (Table 20). Likewise, 14 percent of students who participate in more than three extracurricular activities had ever used marijuana, compared to 28 percent of those with no extracurricular activities. The same pattern holds for past-month use and for other substances. Prevalence rates for each of the 11 extracurricular activities are given in Appendix E, Tables E1–E4.

Perceived Safety

Three questions were asked about student perceptions of the relative of safety of their home, neighborhood and school environments (Table 21). Students were asked to rate each environment as very safe, somewhat safe, not very safe or not safe at all. Overall, perceptions of safety were very similar among younger and older students. A majority of students said their homes were very safe but that their neighborhoods and schools were only somewhat safe, indicating that students feel less secure here than at home. Only 3-4 percent of students said their homes were not very safe or not safe at all, while 16-18 percent felt unsafe in their neighborhoods and schools. Among older students, the perceived degree of safety was unrelated to patterns of past year substance use. However, younger students who felt very safe at home, in their neighborhood, or at school were less likely to have used substances in the past year.

Table 21 Percent of Secondary Students Who Used A Substance in Past School Year, by How Safe They Feel: 1992

How safe do you feel...	Grade 7 through 9		Grade 10 through 12	
	% Responding	% Used Subst.*	% Responding	% Used Subst.*
...In your home?				
Very Safe	(66%)	53%	(70%)	72%
Somewhat Safe	(28%)	63%	(27%)	74%
Not Very Safe	(3%)	62%	(2%)	69%
Not Safe At All	(1%)	79%	(1%)	87%
Don't Know	(3%)	69%	(1%)	74%
...In your neighborhood?				
Very Safe	(28%)	55%	(31%)	74%
Somewhat Safe	(50%)	56%	(50%)	71%
Not Very Safe	(14%)	60%	(13%)	71%
Not Safe At All	(4%)	68%	(4%)	79%
Don't Know	(4%)	56%	(2%)	67%
...at school?				
Very Safe	(32%)	53%	(30%)	72%
Somewhat Safe	(46%)	58%	(50%)	72%
Not Very Safe	(12%)	59%	(12%)	73%
Not Safe At All	(4%)	70%	(4%)	72%
Don't Know	(6%)	60%	(3%)	71%

*Tobacco, alcohol, inhalants, or any illicit drug

Peer Attitudes

Students were asked how many of their friends fit the following categories: felt close to their parents; sometimes carried weapons like a knife or gun; cared about making good grades; belonged to a gang or were interested in becoming a gang member; and wished they could drop out of school (Table 22). Although these questions were asked about the students' friends, it seems likely that the answer also reflects the values, attitudes and behaviors of the respondent.

About 53 percent of younger students (grade 7–9) and 61 percent of older students (grade 10–12) have at least a few friends who carry weapons; 40 percent of younger students and 32 percent of older students have at least a few friends who belong to a gang or want to be gang members; 42 percent of younger students and 45 percent of older students have at least a few friends who wish they could drop out of school.

Younger students who said that all or most of their friends felt close to their parents or cared about making good grades were less likely than the other young students to have used substances in the past year. Older students who said either all or none of their friends felt close to their parents/cared about making good grades were less likely than the other older students to have used substances in the past year. Students who had no friends who carried weapons, wanted to drop out, or were in a gang were much less likely to have used substances than those who had any friends with these characteristics. The generalization holds for both younger and older students.

Table 22 Percent of Secondary Students Who Used A Substance in Past School Year, by Various Peer Attributes: 1992

How many of your friends...

	Grade 7 through 9		Grade 10 through 12	
	% Responding	% Used Subst.*	% Responding	% Used Subst.*
...feel close to their parents?				
None	(6%)	65%	(4%)	68%
A Few	(30%)	63%	(31%)	74%
Some	(25%)	62%	(28%)	73%
Most	(30%)	50%	(32%)	73%
All	(9%)	41%	(6%)	64%
...sometimes carry weapons?				
None	(47%)	40%	(39%)	62%
A Few	(27%)	67%	(32%)	76%
Some	(15%)	75%	(18%)	81%
Most	(8%)	81%	(8%)	84%
All	(3%)	82%	(3%)	88%
...care about making good grades?				
None	(4%)	65%	(2%)	63%
A Few	(18%)	68%	(14%)	76%
Some	(25%)	63%	(24%)	76%
Most	(35%)	53%	(45%)	73%
All	(19%)	44%	(15%)	62%
...belong to a gang or want to be a gang member?				
None	(60%)	47%	(68%)	69%
A Few	(20%)	67%	(18%)	77%
Some	(11%)	74%	(8%)	84%
Most	(7%)	81%	(4%)	85%
All	(3%)	82%	(2%)	83%
...wish they could drop out of school?				
None	(58%)	48%	(55%)	68%
A Few	(25%)	67%	(30%)	77%
Some	(11%)	72%	(10%)	77%
Most	(4%)	76%	(3%)	80%
All	(2%)	75%	(2%)	82%

*Tobacco, alcohol, inhalants, or any illicit drug

MULTI-VARIABLE EFFECTS ON DEVELOPMENTAL STAGES OF SUBSTANCE USE

Introduction

This chapter investigates the impact of multiple factors on stages of adolescent substance use. The data are based on a large, representative sample of 73,073 secondary school students in grades 7–12 throughout Texas in 1992. Many studies have reported that adolescents show a sequential pattern of involvement with licit and illicit drugs.[2] The pattern is one in which the use of at least one licit drug (alcohol or tobacco) precedes marijuana use, and marijuana use precedes other illicit drug use. These stages of progression indicate that alcohol and tobacco are "gateway drugs" into the continuum of substance use. Furthermore, the stages are cumulative in the sense that adolescents using a drug at any given stage also use the drugs from each of the preceding stages.

Major background characteristic variables (*i.e.*, age, sex, race/ethnicity, family structure, and academic grades) as well as school, peer, parental, and economic factors are employed in the multivariate analysis to predict the stage of substance use among students. Texas secondary school students at an advanced stage of substance use can be characterized by initiating substance use at an early age, having a great number of friends who use substances, frequent school misconduct, poor academic performance, not living in a two-parent home, having easy access to substances, having parents who to some degree approve of teenage drinking and drug use, having a job or/and an allowance, a lower perceived danger of substance use, participating in fewer extracurricular activities, a lower perceived safety of home environment, not having parental attendance at school functions, and being an older adolescent and Hispanic.

Method

Dependent Variable

The dependent variable is designed to provide a better understanding of factors influencing substance use. Since substance use is multi-dimensional and interdependencies may exist among substances, a modification of the "gateway theory" is applied for measuring the dependent variable. The dependent variable—the stage of substance use—is the scale of substance use progression. The scale suggests a progression in substance use from any licit substance (alcohol or tobacco or inhalants) to marijuana, and then to other illicit drugs. The larger the scale, the further along the student is on the path of substance use.

The questionnaire asked respondents how many times they had used substances during their lifetime. The responses ranged from "never" to "twenty or more times." For each substance, the respondents are classified as users (*i.e.*, used one or more times) and non-users (*i.e.*, never used). Five substance classes are distinguished: 1) tobacco, including cigarettes or smokeless tobacco; 2) alcohol, including beer, wine coolers, wine, or liquor; 3) inhalants, including gasoline, glue, spray paint, whiteout, freon, chemical solvents, and other sprays; 4) marijuana; and 5) other illicit drugs, including cocaine, crack, hallucinogens, uppers, downers, and Ecstasy.

The range of the dependent variable is from 0 to 4. The developmental stage of substance use is scaled '0' for those who used none of the substances; '1' for those who used tobacco or alcohol or inhalants only; '2' for those who used two or more substances among tobacco, alcohol, and inhalants, but no illicit drugs; '3' for those who used marijuana with/without any combination use of tobacco, alcohol, and inhalants, but no other illicit drugs; and '4' for those who used other illicit drugs with/without any combination use of marijuana, tobacco, alcohol, and inhalants.

Independent Variables

Age, Sex, and Ethnicity. AGE is the respondent's age in years. Over 97 percent of the respondents ranged from 12 years old to 18 years old. SEX is scored '1' for males and '0' for females. Boys and girls are almost equally represented in the total sample (48 percent versus 52 percent). There are four race/ethnic groups in the questionnaire: white, black, Hispanic, and other. Of all the respondents, 40 percent were white students, 21 percent black students, 34 percent Hispanic students, and 5 percent other. Three mutually-exclusive dichotomous variables (WHITE, BLACK, and OTHER) for racial characteristics are derived for regression analysis.

Family Structure and Academic Performance. The dichotomous variable PARENTS contrasts two-parent households ('1') and other family structures ('0'). About 62 percent of the respondents lived with both of their parents and 38 percent lived in other family structures. The questionnaire asked school students on average what grades they got. The responses ranged from "mostly A's" to "mostly F's." Almost three-fourths were A and B students. A scale (ACADEMIC) was created to measure the usual grades in school, where '0' is F's, '1' is D's, '2' is C's, '3' is B's, and '4' is A's.

Economic Factors. An economic scale is based on the total score to two binary (yes/no or '1'/'0') variables: (a) having a job, and (b) getting an allowance. The job status and allowance availability reflect the financial sources which may be used to buy substances. The derived regressor ECONOMIC ranges from 0 to 2.

Activity Participation. Students were asked about their regular participation in extracurricular activities. For each type of activity, the response was scored '1' (yes) or '0' (no). The independent variable ACTIVITY is derived from the total score to five types of activities (band/orchestra, choir, student government, academic clubs, and service clubs). The range of ACTIVITY is from 0 to 5.

Safe Environment. The questionnaire asked students how safe they feel when they are in their homes. Response categories ranged from "not safe at all" to "very safe." The variable SAFEHOME is then scored '0' for not safe at all (or don't know), '1' for not very safe, '2' for somewhat safe, and '3' for very safe.

Parental Attendance. Parental attendance at school functions is also considered one of the factors which may effect respondents' substance use progression. PRNTATTEND is a dichotomous independent variable and contrasts whether the respondent's parents usually attend school-sponsored open houses/PTA meetings ('1') or not ('0').

Peer Factors. Whether or not friends use substances is included as a factor to examine the peer influence on respondents' own use. The variable FRNDUSE is a measure of the number of the respondent's close friends who use substances. The scale is '0' for none (of the friends), '1' for a few, '2' for some, '3' for most, and '4' for all.

Age of First Use. The substance onset age (AGEFIRSTUSE) is included in the regression. The responses to the age of first use on substances question ranged from 9 to 18 years old. The students who never used substances were assumed to have the substance onset age at 21. Per respondent, the AGEFIRSTUSE is the minimum value among the onset ages of all types of substances (tobacco, alcohol, inhalants, marijuana, and other illicit drugs).

Substance Availability. The respondents were asked how difficult it would be to get substances if they wanted some. There were five response alternatives ranging from "impossible" to "very easy." The variable AVAILABLE is scored '0' for impossible (or never heard of [substance]), '1' for very difficult, '2' for somewhat difficult, '3' for somewhat easy, and '4' for very easy on various substances.

Perceived Danger. The questionnaire asked respondents how dangerous they believed various substances are to use. The variable ATTITUDE classifies the perceived danger of substance use, ranging from 0 to 3 ('0' for not dangerous at all to '3' for very dangerous).

School Problems. A school misconduct variable was derived from three questions: (during the past school year) (a) how many days the student "skipped" or "cut" school, (b) how many days the student was sent by a teacher to someone like the principal, dean, or guidance counselor because of his/her conduct or attitude, and (c) how many days someone from home was called to school because of the student's conduct or attitude. The response categories of each question were "none," "1 day," "2–3 days," "4–9 days," and "10 or more days." A scale of 0 to 4 was assigned to each response category. The independent variable SCHPROBLEM is an additive index of all three question responses. The range of SCHPROBLEM is from 0 to 12.

Parental Attitude. As an indicator of parental support of substance use, students were asked whether their parents approved/disapproved of teenagers drinking beer and using marijuana. The response is coded '0' for "strongly/mildly approve" (or "don't know" or "neither"), '1' for "mildly disapprove," and '2' for "strongly disapprove." The variable PRNTAGAINST is an additive index of the responses for drinking beer and using marijuana. The range is thus from 0 to 4.

Procedures

First the percentage distribution of the scale of substance use was derived for each major background characteristic group. Then multiple regression analyses were utilized to assess the effects of independent variables on the stage of substance use. The total sample of 7–12th grade students as well as three sub-samples consisting of the students in grades 7–8 (25,827 respondents), grades 9–10 (25,441 respondents), and grades 11–12 (21,805 respondents) were analyzed in the regressions.

A weighting scheme (that is, a statistical adjustment) was incorporated for proper analyses of the data and to reflect more accurately the actual demographic distribution of Texas secondary school students. The weighted least squares (WLS) technique is used in the regression estimation. The standardized regression coefficients with the level of significance are presented.

Results

Sociodemographic Correlates of the Stage of Substance Use

Table 23 presents the relationships between the various sociodemographic variables and the developmental stage of substance use among the total sample of 7–12th grade students in Texas. The distribution findings show that about 20 percent of the students are abstainers who have never used any substance during lifetime, and 12 percent of the students are classified as all illicit and/or licit drugs users at the highest stage (scale 4) of substance use. Most (58 percent) of the adolescents are at the stages one and two—*i.e.*, have used licit substances (such as tobacco, alcohol, and/or inhalants) at least once in their lives.

Older students are more likely to be at a higher stage of substance use: 16 percent of seniors are at the highest scale of substance use progression compared to 5 percent of 7th graders and 8 percent of 8th graders. More older adolescents have used legal drugs as well as marijuana and other illegal drugs. This fact can also be seen based on the percentage

Table 23 Percent of Respondents in Each Substance Use Stage, by Selected Characteristics: 1992

Characteristics of Respondents	Stages of Substance Use (Scales)*				
	0	1	2	3	4
Total Sample	19.7	23.1	34.8	10.9	11.6
Grade					
7	33.6	22.6	32.6	6.1	5.3
8	23.2	24.5	37.2	6.9	8.2
9	17.4	22.4	36.3	11.2	12.8
10	14.3	23.1	34.3	13.8	14.5
11	13.8	23.5	33.6	14.1	15.1
12	11.5	22.3	34.3	15.9	16.0
Sex					
Male	17.6	21.3	35.7	12.7	12.8
Female	21.6	24.7	33.9	9.3	10.5
Race/Ethnicity					
White	21.1	20.0	37.3	7.9	13.8
Black	17.4	34.9	30.5	15.2	2.0
Hispanic	18.6	19.3	35.0	12.3	14.9
Other	26.1	24.0	32.9	5.4	11.6
Family Structure					
Live With Both Parents	23.2	23.3	35.0	8.1	10.4
Other Family Structures	13.9	22.7	34.5	15.4	13.5
Usual Grades					
A's	33.0	26.1	29.2	5.4	6.3
B's	18.4	23.9	37.3	9.7	10.7
C's	11.5	20.1	35.8	17.0	15.7
D's	9.2	14.9	33.2	19.9	22.8
F's	11.4	8.5	26.7	17.3	36.0
Job Status					
Yes	11.9	21.0	36.5	13.6	17.0
No	22.0	23.5	34.5	10.0	10.0

* Scales:
0 = Using none of the substances.
1 = Using tobacco or alcohol or inhalants only.
2 = Using two or more substances among tobacco, alcohol, and inhalants, but no illicit drugs.
3 = Using marijuana with/without any combination use of tobacco, alcohol, and inhalants, but no other illicit drugs.
4 = Using other illicit drugs with/without any combination use of marijuana, tobacco, alcohol, and inhalants.

comparisons in the abstainer category (scale 0). The percentage of abstainers in each grade group declines rapidly as the students become older. About 34 percent of 7th graders are abstainers, whereas only 12 percent of seniors are abstainers.

Although they have comparable proportions in each stage of substance use, males tend to have higher proportions than females at stages two, three, and four. It seems that more males are further along the path of substance use. Almost 13 percent of male youth are at the highest stage of substance use compared to 11 percent of female youth.

It is not easy to observe which specific race/ethnic group is at the highest stage of substance use. As Table 23 shows, both white and Hispanic youth have similar scale distributions. The average scale of substance use progression is 1.86 for Hispanic, 1.73 for white, 1.52 for other, and 1.49 for black. While the scaling values are close, the proportion of high-stage substance users is larger for Hispanic youth than for other race/ethnic groups.

Family structure seems to be an important factor in the respondent's stage of substance use. In the high scales, the percentage is lower for those adolescents who live with both parents than for those with other family structures. About 10 percent of adolescents in two-parent households are at the highest stage of substance use, compared to 14 percent in other family structures. The family structures provide different contexts for adolescents' sequential and cumulative substance use. Adolescents in two-parent households tend to be at the lower stages of substance use than those in other family patterns.

Students who get poor grades in school are more likely to be at the top stage of substance use than are those students who make better grades. There are marked differences in percentage distribution of the progression scale among students with different grades. For example, 36 percents of students who received F's are at the highest stage of substance use compared to only 6 percent of A students and 11 percent of B students. On the other hand, about 9 percent of D students and 11 percent of F students have never used any drug in their lifetime, compared to 33 percent of A students and 18 percent of B students. Students making A's or B's are much less likely to try marijuana and/or other illicit drugs than those making C's or lower.

Students who have a job are more likely to have used all illicit and/or licit drugs than those who don't have a job. About 17 percent of students with a job are in the highest scale, whereas 10 percent of students without a job are at the highest scale. At the lower end of the scale, 12 percent of employed students have never used substances during their lifetime, compared to 22 percent of students without a job.

Regression Analyses

Since the developmental sequence of substance use correlates with a number of demographic and social context variables, a multiple regression analysis was performed to investigate the role and effects of the independent variables on the stage of substance use among adolescents. The sequence involves stages of non-use, the use of at least one licit drug (tobacco and/or alcohol and/or inhalants), marijuana use, and the use of other illicit drugs. Table 24 presents the weighted regression models in the form of standardized regression coefficients, obtained by dividing a parameter estimate by the ratio of the sample standard deviation of the dependent variable to the sample standard deviation of the regressor. The level of significance, the adjusted R-square value, and the number of total degrees of freedom are also presented.

Regression models were tested separately for different grade groups: 7–8th graders, 9–10th graders, 11–12th graders, and total 7–12th graders. The regression results for all four models are very significant. Almost all estimated coefficients of the independent variables are highly significant and have the expected signs. With all of the independent variables in the regression equation, the adjusted R-square ranges from 0.53 to 0.65 for alternative models. In other words, about 53–65 percent of the variance in substance use progression is explained by all independent variables.

When the standardized regression coefficients associated with the independent variables are examined, ***age of first substance use (AGEFIRSTUSE) is found to be the strongest predictor of the substance use progression in all regression models***. The early use of substances exerts a very significant and constant effect on the developmental sequence of substance use among secondary school students. The negative coefficient indicates that the stage of substance use is higher as the age of first use decreases. That is, the earlier a respondent first tries a substance, the further he or she progresses along the path of substance use. This result implies that prevention efforts should address legal substance consumption (alcohol, tobacco, and inhalants) by young people, and effective education and prevention programs need to be enhanced for young students.

The second-best predictor for stage of substance use among adolescents is the number of friends who use substances (FRNDUSE). The more friends an adolescent has who use any drug, the greater the likelihood that the adolescent will be at a higher level of substance use. The respondent's substance use is strongly influenced by the peer factor. However, recent research efforts suggest a strong interrelationship between perceptions of peer use and respondent's own use. Causal order is not necessarily friends influencing respondents, but more likely that use is reciprocal (*i.e.*, respondents who use choose friends who use, and respondents with friends who use also learn to use).[3]

Another significant factor in predicting students' stage of substance use is school misconduct (SCHPROBLEM). School problems (such as cutting classes and being reproved for inappropriate conduct) are positively related to the stage of substance use

Table 24 Regression Analysis of Substance Use by Secondary Students in Texas: 1992 (Dependent Variable: Stage of Substance Use)

Indept. Variable	Standardized Regression Coefficient			
	Grade 7-8	Grade 9-10	Grade 11-12	Total
AGE	0.044 ***	0.076 ***	0.076 ***	0.125 ***
SEX	-0.012 *	-0.022 ***	-0.040 ***	-0.020 ***
WHITE	-0.050 ***	0.000	-0.027 ***	-0.017 ***
BLACK	-0.102 ***	-0.122 ***	-0.162 ***	-0.123 ***
OTHER	-0.008	-0.010	-0.021 ***	-0.012 ***
PARENTS	-0.050 ***	-0.061 ***	-0.047 ***	-0.053 ***
ACADEMIC	-0.059 ***	-0.103 ***	-0.069 ***	-0.076 ***
ECONOMIC	0.028 ***	0.023 ***	0.030 ***	0.028 ***
ACTIVITY	0.002	-0.038 ***	-0.043 ***	-0.026 ***
SAFEHOME	-0.035 ***	0.005	-0.018 **	-0.010 **
PRNTATTEND	-0.005	-0.025 ***	0.000	-0.014 ***
FRNDUSE	0.205 ***	0.169 ***	0.179 ***	0.188 ***
AGEFIRSTUSE	-0.534 ***	-0.514 ***	-0.473 ***	-0.496 ***
AVAILABLE	0.061 ***	0.055 ***	0.065 ***	0.051 ***
ATTITUDE	-0.033 ***	-0.012 *	-0.025 ***	-0.018 ***
SCHPROBLEM	0.107 ***	0.145 ***	0.135 ***	0.130 ***
PRNTAGAINST	-0.035 ***	-0.034 ***	-0.087 ***	-0.049 ***
Adj R-square	0.650	0.575	0.526	0.588
D.F.	13,509	14,360	14,024	41,895

* $P < 0.05$ ** $P<0.01$ *** $P<0.001$

progression. Adolescents who have more instances of misconduct in school are more likely to be high-stage substance users than are those without incidents of misconduct.

The remaining independent variables are all highly statistically significant. They include age of the adolescent, academic grades in school, family structure, parental attitude about kids drinking beer and using marijuana, availability of substances, job and allowance status, the adolescent's perceived danger about using substances, gender of the adolescent, race/ethnic status, extracurricular activity participation, home safety, and parental attendance at school functions. However, together they account for a small proportion of additional variance after age of first use, friends' use, and school misconduct have been taken into account. For example, in the regression of the total group, the AGEFIRSTUSE accounts for the greatest proportion of variance (44 percent) in the stage of stubstance use. The FRNDUSE and SCHPROBLEM contribute another 9 percent and 2 percent of the variance. And, the remaining 14 significant variables together explain 4 percent of additional variance.

Age has a significant positive relationship to the stage of substance use in each regression, with older adolescents reporting a higher stage of substance use progression than younger adolescents. As teenagers get older, the experience of using marijuana and other illicit drugs becomes greater.

Usual grades in school (ACADEMIC) are consistently associated with the stage of substance use progression in each group. A strong negative relationship occurs between the academic grades and the substance use progression. As average grades in school become worse, the adolescent's stage of substance use is higher.

Family structure (PARENTS) has a significant effect for substance use progression among all grade groups. Secondary school students living in two-parent households are at lower stages of substance use than those living in other family structures. This result suggests that family environment has an important impact on adolescent risk-taking behaviors. Also, two-parent families may be more effective than other family structures (such as single-parent families) in controlling adolescent behaviors of substance use.

During adolescence, parents and peers are perhaps the most influential significant others. In addition to friends' substance use being a predictor of respondent use, the present regression results also show that the stage of substance use is significantly related to the parents' attitude about teenage substance use (PRNTAGAINST). Students who indicate that their parents approve of kids their age drinking beer and using marijuana are at higher stages of substance use than are those who indicate parental disapproval of drinking beer and using marijuana.

Another important social context variable is AVAILABLE. The perceived availability of substances has a significant positive effect on substance use progression. Students who perceive substances to be readily available are more likely to be high-stage substance users than are students who do not think substances are available.

The stage of substance use is strongly associated with economic factors (ECONOMIC). This variable identifies two financial sources for the adolescent: a job and an allowance. The positive impact of the economic factor implies that students who have a job and/or get an allowance tend to be at higher stages of substance use. It is necessary to have money to buy drugs; the more financial sources an adolescent has, the greater possibility of the adolescent being a high-stage substance user.

That an adolescent's perceived danger about using substances (ATTITUDE) is an important predictor of substance use progression is not surprising. If teenagers think it is quite dangerous for kids their age to use substances, their substance use patterns tend to be at lower scales. A significant negative effect has been shown.

The anticipated finding that boys would be at higher stages of substance use than girls was not found here. One reason is that significant intercorrelations between the SEX variable and other key independent variables cause the unexpected sign of the SEX coefficient. Normally, female students have fewer school misconduct problems, better academic performance, less accessibility to substances, and an older stubstance onset age than do male students. If the variables such as AGEFIRSTUSE, SCHPROBLEM, ACADEMIC, and AVAILABLE could be controlled, the SEX factor would show a positive (rather than negative) effect on the substance use progression. Unfortunately, those independent variables in the multiple regression are so strong that the female effect offsets the male effect.

With respect to race/ethnic status, BLACK has a significant effect in all groups, whereas WHITE is significant in all groups except the grade 9–10 group, and OTHER is significant only in the grade 11–12 and total groups. The strong negative coefficients of these dummy variables indicate that compared to Hispanic students, the non-Hispanic (white, black, and other) students on average are at lower stages of substance use.

The variable ACTIVITY is negatively significant in all groups but the grade 7–8 group. Extracurricular participation has a very important influence among older students. The more types of extracurricular activities in which students regularly participate, the lower the stage of substance use. It appears that participating in extracurricular activities helps reduce the level of substance use.

Home security is also an essential factor in substance use progression. The variable SAFEHOME is highly significant in all groups except the grade 9–10 group. Students are more likely to be at lower stages of substance use progression when they feel very or somewhat safe in their homes. The negative coefficients have been presented.

As expected, students whose parents usually attend school functions (open houses or PTA meetings) tend to be at lower scales of substance use. The significant effect of PRNTATTEND particularly appears in the grade 9–10 and total groups. Parental attendance of school functions may indicate to the children that they are cared for, accepted, and supported, and may help reduce adolescents' reliance on substance use.

In sum, various background characteristics as well as socio-economic context factors significantly explain the sequential patterns of substance use among secondary school students in Texas. Results show that adolescents will be at a higher stage of substance use progression if they become substance users at an early age, have a great number of friends who use substances, have frequent school misconduct, get older, perform poorly in school, live in other than two-parent households, can get substances easily, perceive parental approval of drinking beer and using marijuana, have a job and/or an allowance, perceive less danger in using substances, rarely participate in extracurricular activities, feel unsafe at home, have no parental attendance of school functions and are Hispanic. These factors are also consistently confirmed in different grade groups.

ENDNOTES

[1] J. T. Gossett *et al.*, "Extent and Prevalence of Illicit Drug Use as Reported by 56,745 Students," *JAMA* 216:9 (May 31, 1971): 1468.

[2] D. B. Kandel, K. Yamaguchi, and K. Chen, "Stages of Progression in Drug Involvement From Adolescence to Adulthood: Further Evidence for the Gateway Theory," *Journal of Studies on Alcohol* 53 (1992): 447-457; P. M. O'Malley, J. G. Bachman, and L. D. Johnson, "Period, Age, and Cohort Effects on Substance Use Among American Youth, 1976–1982," *American Journal of Public Health* 74 (1984): 682-688; K. Yamaguchi and D. B. Kandel, "Patterns of Drug Use From Adolescence to Young Adulthood: II. Sequences of Progression," *American Journal of Public Health* 74 (1984): 668-672; K. Yamaguchi and D. B. Kandel, "Patterns of Drug Use From Adolescence to Young Adulthood: III. Predictors of Progression," *American Journal of Public Health* 74 (1984): 673-681.

[3] S. L. Bailey and R. L. Hubbard, "Developmental Changes in Peer Factors and the Influence on Marijuana Initiation Among Secondary School Students," *Journal of Youth and Adolescence* 20 (1991): 339-361.

APPENDIX A: SURVEY INSTRUMENT

TEXAS SCHOOL SURVEY OF SUBSTANCE USE

QUESTIONNAIRE FOR SECONDARY STUDENTS

INTRODUCTION

This drug and alcohol survey is designed to measure drug and alcohol use in your school district. We DO NOT want to know about individual students. DO NOT write your name anywhere on this booklet. All information in this survey will be confidential. No one but you will know how you answer the questions. You should just answer each question by telling the truth.

Your participation in this survey is completely voluntary. If you do not feel comfortable answering any question, or if you do not feel you can answer it honestly, leave it blank. If you do not wish to take the survey at all, please work quietly at your seat while it is completed by other students.

NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. **Do not count a taste or sip** you may have had of someone else's drink. A drink means a can or bottle of beer or wine cooler, a 4 ounce glass of wine, an ounce of liquor (like whiskey, vodka, or gin) or a mixed drink.

DIRECTIONS

- DO NOT write your name anywhere on this booklet.
- Use a NUMBER 2 PENCIL only.
- Fill in only ONE BUBBLE for each part of a question.
- Be sure to read each question carefully.

FOR OFFICE USE ONLY

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

EXAMPLE QUESTION

IN THE PAST WEEK, on how many DAYS have you used:

	Never heard of it	Never used it	1-2 days	3-4 days	5-7 days
a. Cigarettes	○	○	○	○	●
b. Smokeless Tobacco	○	○	●	○	○
c. Beer	○	●	○	○	○

USE NO. 2 PENCIL ONLY

CORRECT MARK	INCORRECT MARKS
●	✓ ⊗ ⊙ ◕

■○○○○○○○○○○○○○○○○○■■■■■■

PLEASE DO NOT WRITE IN THIS AREA

1. Are you:

Male ○ Female ○

2. What grade are you in?

6	7	8	9	10	11	12
○	○	○	○	○	○	○

3. Do you live with both of your parents?

Yes ○ No ○

4. How old are you?

11 or younger	12	13	14	15	16	17	18	19+
○	○	○	○	○	○	○	○	○

5. Are you:

White	Black	Mexican-American	Other
○	○	○	○

6. On average what grades do you get?

Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
○	○	○	○	○

7. How long have you attended school in this District?

1 year or less	2-3 years	4 or more years
○	○	○

8. Do you have a job?

Yes ○ No ○

9. Do you get an allowance?

Yes ○ No ○

10. Did either of your parents graduate from college?

Yes ○ No ○

11. What kind of home do you live in?

○ A mobile home or trailer

○ An apartment or duplex

○ A house

12. Do you regularly participate in the following types of extra curricular activities?
(DARKEN ONE BUBBLE FOR EACH LINE: a-k)

	Yes	No	
a.	○	○	**Athletics**
b.	○	○	Band/Orchestra
c.	○	○	**Choir**
d.	○	○	Drama/Speech
e.	○	○	**Drill Team/Cheerleader**
f.	○	○	Student Government
g.	○	○	**Student Newspaper or Yearbook**
h.	○	○	Academic Clubs or Societies (math, science, foreign language, etc.)
i.	○	○	**Service Clubs (e.g., Key Club, Scouts)**
j.	○	○	VOE/DE/Work-Study
k.	○	○	**Other Clubs**

13. How safe do you feel when you are:
(DARKEN ONE BUBBLE FOR EACH LINE: a-c)

	Very Safe	Somewhat Safe	Not Very Safe	Not Safe At All	Don't Know
a. **in your home**	○	○	○	○	○
b. out in your neighborhood	○	○	○	○	○
c. **at school**	○	○	○	○	○

14. How many of your FRIENDS would you say:
(DARKEN ONE BUBBLE FOR EACH LINE: a-e)

	None	A Few	Some	Most	All
a. **Feel close to their parents?**	○	○	○	○	○
b. Sometimes carry weapons like a knife or gun?	○	○	○	○	○
c. **Care about making good grades?**	○	○	○	○	○
d. Belong to a gang or are interested in becoming a gang member?	○	○	○	○	○
e. **Wish they could drop out of school?**	○	○	○	○	○

15. Do one or both of your parents usually attend school-sponsored open houses or PTA meetings? ○ Yes ○ No

Below is a list of things some people sniff to get high. These are called inhalants.

16. About how many times (if any) have you ever sniffed, huffed, or inhaled the following inhalants for "kicks" or to get "high":

(DARKEN ONE BUBBLE FOR EACH LINE: a-j.)

	Never heard of it	Never used it	1-2 times	3-10 times	11-19 times	20+ times
a. **Liquid or spray paint?**	○	○	○	○	○	○
b. Whiteout, Liquid Paper?	○	○	○	○	○	○
c. **Gasoline?**	○	○	○	○	○	○
d. Freon?	○	○	○	○	○	○
e. **Poppers, Locker Room, Rush Medusa, Whippets, CO2?**	○	○	○	○	○	○
f. Shoe Shine, Texas Shine?	○	○	○	○	○	○
g. **Glue?**	○	○	○	○	○	○
h. Paint or lacquer thinner, toluene, other solvents?	○	○	○	○	○	○
i. **Other sprays (Pam, hair spray, etc.)?**	○	○	○	○	○	○
j. Other inhalants?	○	○	○	○	○	○

■■■■■■○○○○○○○○○○○○○○○○○○○○■

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17. IN YOUR LIFETIME how many times have you used:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never heard of it	Never used it	1-2 times	3-10 times	11-19 times	20+ times
a. Cigarettes?	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○

18. DURING THIS SCHOOL YEAR how many times have you used:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never heard of it	Never used it	1-2 times	3-10 times	11-19 times	20+ times
a. Cigarettes?	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○

19. IN THE PAST 30 DAYS how many times have you used:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never heard of it	Not used in past 30 days	1-2 times	3-10 times	11-19 times	20+ times
a. Cigarettes?	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○

20. About how many of your close friends use:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never heard of it	None	A few	Some	Most	All
a. Cigarettes?	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○

■■■■■■○○○○○○○○○○○○○○○○○■

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21 How old were you when you first used:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never used it	9 or younger	10-11	12-13	14-15	16-17	18 or older
a. Cigarettes?	○	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○	○

23. If you wanted some, how difficult would it be to get:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never heard of it	Impossible	Very difficult	Somewhat difficult	Somewhat easy	Very easy
a. Cigarettes?	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○

22. How often do you normally use:

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

	Never used it	Every day	Several times a week	Several times a month	About once a month	Less than once a month but at least once a year	Less than once a year
a. Cigarettes?	○	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○	○

24. When do you normally use:

(MARK ALL THAT APPLY)

	Never heard of it	Never used it	Before school	During school	After school	On weekends
a. Cigarettes?	○	○	○	○	○	○
b. Smokeless Tobacco?	○	○	○	○	○	○
c. Beer?	○	○	○	○	○	○
d. Wine Coolers?	○	○	○	○	○	○
e. Wine?	○	○	○	○	○	○
f. Liquor?	○	○	○	○	○	○
g. Inhalants (whiteout, glue, gas, etc.)?	○	○	○	○	○	○
h. Marijuana?	○	○	○	○	○	○
i. Cocaine (not crack)?	○	○	○	○	○	○
j. Crack?	○	○	○	○	○	○
k. OZZ?	○	○	○	○	○	○
l. Hallucinogens (LSD, PCP, etc.)?	○	○	○	○	○	○
m. Uppers?	○	○	○	○	○	○
n. Downers?	○	○	○	○	○	○
o. Steroids?	○	○	○	○	○	○
p. Ecstasy?	○	○	○	○	○	○

25. **When you drink alcoholic beverages, how many drinks do you usually have AT ONE TIME, on average?**

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

	Never drink this beverage	12 or more drinks	9-11 drinks	5-8 drinks	3-4 drinks	2 drinks	1 drink	Less than 1 drink
a. Beer	○	○	○	○	○	○	○	○
b. Wine Cooler	○	○	○	○	○	○	○	○
c. Wine	○	○	○	○	○	○	○	○
d. Liquor	○	○	○	○	○	○	○	○

26. **During the past year (12 months), how often have you had 5 or more drinks AT ONE TIME?**

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

	Never drink this beverage	Never drink 5 or more drinks at a time	Every day	Several times a week	Several times a month	About once a month	Less than once a month but at least once a year	Less than once a year
a. Beer	○	○	○	○	○	○	○	○
b. Wine Cooler	○	○	○	○	○	○	○	○
c. Wine	○	○	○	○	○	○	○	○
d. Liquor	○	○	○	○	○	○	○	○

27. **How often do you get alcoholic beverages from the following sources?**

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

	Do Not Drink	Never	Seldom	Most of the time	Always
a. At home	○	○	○	○	○
b. From friends	○	○	○	○	○
c. From a store	○	○	○	○	○
d. At parties	○	○	○	○	○
e. Other source	○	○	○	○	○

28. **How dangerous do you think it is for kids your age to use:**

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	Very Dangerous	Somewhat Dangerous	Not Very Dangerous	Not Dangerous At All	Don't Know
a. Tobacco?	○	○	○	○	○
b. Alcohol?	○	○	○	○	○
c. Inhalants?	○	○	○	○	○
d. Marijuana?	○	○	○	○	○
e. Cocaine (not crack)?	○	○	○	○	○
f. Crack?	○	○	○	○	○
g. Ecstasy?	○	○	○	○	○
h. Steroids?	○	○	○	○	○

29. **SINCE SCHOOL BEGAN IN SEPTEMBER, on how many DAYS have you. . .**

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	None	1 day	2-3 days	4-9 days	10+ days
a. missed a whole day of school because you "skipped" or "cut"?	○	○	○	○	○
b. missed a whole day of school because you were ill?	○	○	○	○	○
c. missed a whole day of school for some other reason?	○	○	○	○	○
d. been sent by a teacher to someone like the Principal, Dean, or Guidance Counselor because of your conduct or attitude?	○	○	○	○	○
e. had someone from your home be called to school because of your conduct or attitude?	○	○	○	○	○
f. gotten into trouble with your teachers because of your drinking?	○	○	○	○	○
g. gotten into trouble with your teachers because of your drug use?	○	○	○	○	○

30. **IN THE PAST MONTH, on how many DAYS have you. . .**

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

	None	1 day	2-3 days	4-9 days	10+ days
a. missed a whole day of school because you "skipped" or "cut"?	○	○	○	○	○
b. missed a whole day of school because you were ill?	○	○	○	○	○
c. missed a whole day of school for some other reason?	○	○	○	○	○
d. been sent by a teacher to someone like the Principal, Dean, or Guidance Counselor because of your conduct or attitude?	○	○	○	○	○
e. had someone from your home be called to school because of your conduct or attitude?	○	○	○	○	○

31. **SINCE SCHOOL BEGAN IN SEPTEMBER,** on how many DAYS (if any) have you attended at least one class while "high," "drunk" or "stoned" on...

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

	None	1 day	2-3 days	4-9 days	10+ days
a. beer, wine coolers, wine, or hard liquor?	○	○	○	○	○
b. marijuana?	○	○	○	○	○
c. inhalants?	○	○	○	○	○
d. some other drug(s)?	○	○	○	○	○

32. **DURING THE PAST 12 MONTHS,** how many times have you...

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	None	1 time	2-3 times	4-9 times	10+ times
a. gotten into difficulties of any kind with your friends because of your drinking?	○	○	○	○	○
b. driven a car when you've had a good bit to drink?	○	○	○	○	○
c. been criticized by someone you were dating because of drinking?	○	○	○	○	○
d. gotten into trouble with the police because of drinking?	○	○	○	○	○
e. gotten into difficulties of any kind with your friends because of your drug use?	○	○	○	○	○
f. driven a car when you've felt high from drugs?	○	○	○	○	○
g. been criticized by someone you were dating because of drug use?	○	○	○	○	○
h. gotten into trouble with the police because of drug use?	○	○	○	○	○

33. Alcohol or other drugs are sometimes used at teenage parties. Thinking of the parties you attended this school year...

(DARKEN ONE BUBBLE FOR EACH LINE: a-b.)

	Never	Seldom	Half the time	Most of the time	Always	Don't know	Didn't attend any parties
a. how often was alcohol used?	○	○	○	○	○	○	○
b. how often were marijuana and/or other drugs used?	○	○	○	○	○	○	○

34. **SINCE SCHOOL BEGAN IN SEPTEMBER,** have you sought help, other than from family or friends, for problems in any way connected with your use of alcohol, marijuana, or other drugs?

Yes	No
○	○

35. If you had a drug or alcohol problem and needed help, who would you go to?

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	Yes	No
a. A counselor or program in school?	○	○
b. Another adult in school (such as a nurse or teacher)?	○	○
c. A counselor or program outside of school?	○	○
d. Your parents?	○	○
e. A medical doctor?	○	○
f. Your friends?	○	○
g. Another adult (such as relative, clergyman, or other family friend)?	○	○
h. I wouldn't go to anyone.	○	

36. **SINCE SCHOOL BEGAN IN SEPTEMBER,** have you gotten any information on drugs or alcohol from the following school sources?

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

	Yes	No
a. Health class?	○	○
b. An assembly program?	○	○
c. Guidance counselor?	○	○
d. Science class?	○	○
e. Social studies class?	○	○
f. Drug program rap session?	○	○
g. An invited school guest?	○	○
h. Some other school source?	○	○

37. How do your parents feel about kids your age...

(DARKEN ONE BUBBLE FOR EACH LINE: a-b.)

	Strongly Disapprove	Mildly Disapprove	Neither Approve nor Disapprove	Mildly Approve	Strongly Approve	Don't know
a. drinking beer?	○	○	○	○	○	○
b. using marijuana?	○	○	○	○	○	○

SUPPLEMENTAL SURVEY QUESTIONS

S-1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-7 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-10 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-11 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-12 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-13 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-14 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-15 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-16 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-17 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-18 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-19 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-20 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
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S-24 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
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S-28 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
S-29 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ
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APPENDIX B: PREVALENCE TABLES

TABLE B1: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE TEXAS SECONDARY STUDENTS: 1988, 1990, AND 1992

	Ever Used 1988	Ever Used 1990	Ever Used 1992	Past Month 1988	Past Month 1990	Past Month 1992
TOBACCO*	-	56.2%	54.3%	-	22.9%	20.9%
Grade 7	-	42.4%	42.8%	-	15.9%	14.8%
Grade 8	-	52.7%	50.0%	-	20.9%	17.1%
Grade 9	-	59.4%	57.5%	-	23.1%	23.1%
Grade 10	-	58.0%	58.3%	-	23.1%	21.9%
Grade 11	-	61.5%	58.6%	-	27.0%	24.1%
Grade 12	-	66.5%	62.3%	-	29.7%	26.9%
ALCOHOL	75.5%	81.0%	75.6%	42.8%	43.6%	37.0%
Grade 7	58.5%	68.7%	58.2%	28.0%	29.2%	23.5%
Grade 8	68.7%	76.7%	70.9%	31.6%	36.6%	30.4%
Grade 9	75.9%	81.3%	78.0%	41.0%	41.9%	38.5%
Grade 10	83.0%	85.1%	82.4%	49.2%	48.0%	41.5%
Grade 11	84.5%	87.9%	83.9%	55.1%	51.6%	44.4%
Grade 12	86.4%	90.4%	86.1%	57.5%	60.3%	49.9%
INHALANTS†	30.0%	24.1%	23.2%	7.0%	6.2%	5.3%
Grade 7	33.1%	24.6%	25.9%	11.8%	9.9%	9.2%
Grade 8	32.0%	25.4%	26.1%	9.4%	9.7%	8.0%
Grade 9	30.7%	25.6%	23.3%	6.8%	6.6%	3.7%
Grade 10	29.3%	23.9%	22.3%	6.0%	4.7%	4.0%
Grade 11	26.6%	22.0%	20.8%	5.3%	2.4%	2.9%
Grade 12	25.5%	22.1%	18.4%	3.3%	2.1%	2.0%
ANY ILLICIT DRUG	39.1%	25.1%	22.4%	17.1%	9.5%	8.4%
Grade 7	25.0%	11.1%	11.4%	12.8%	5.6%	5.0%
Grade 8	33.0%	17.6%	15.0%	16.6%	7.7%	5.1%
Grade 9	36.0%	25.6%	23.9%	15.4%	10.3%	9.9%
Grade 10	42.9%	27.8%	28.1%	18.4%	10.0%	10.3%
Grade 11	49.1%	33.7%	29.2%	20.6%	11.2%	11.2%
Grade 12	54.3%	39.9%	31.8%	20.2%	13.5%	10.3%
MARIJUANA	31.5%	22.6%	19.7%	11.5%	7.8%	6.8%
Grade 7	18.8%	9.4%	9.9%	7.6%	4.6%	3.9%
Grade 8	26.6%	15.1%	11.9%	11.7%	5.9%	4.0%
Grade 9	28.1%	23.1%	21.2%	10.5%	8.2%	8.3%
Grade 10	34.4%	24.2%	24.5%	12.4%	8.1%	8.3%
Grade 11	40.7%	31.2%	26.0%	14.3%	9.7%	8.7%
Grade 12	45.7%	37.5%	29.3%	13.9%	11.5%	8.4%
MARIJUANA ONLY	15.2%	12.7%	10.8%	4.2%	2.8%	2.6%
Grade 7	8.9%	5.9%	6.1%	3.6%	2.2%	1.9%
Grade 8	14.0%	8.9%	6.7%	4.9%	2.4%	1.4%
Grade 9	14.3%	12.9%	11.1%	3.9%	3.1%	3.0%
Grade 10	16.0%	13.4%	13.7%	4.4%	2.5%	3.4%
Grade 11	19.9%	17.9%	14.0%	4.8%	3.6%	3.2%
Grade 12	20.1%	19.8%	15.8%	3.5%	2.9%	2.6%

*Due to differences in methodology, 1988 figures can not be compared in this category.

†Adjusted, based on all data from the survey, to include all appropriate responses.

TEXAS SECONDARY STUDENTS: 1988, 1990, AND 1992 (continued)

	Ever Used 1988	Ever Used 1990	Ever Used 1992	Past Month 1988	Past Month 1990	Past Month 1992
COCAINE/CRACK	6.7%	5.8%	5.0%	2.3%	1.6%	1.5%
Grade 7	4.0%	1.8%	2.3%	1.1%	0.8%	1.0%
Grade 8	5.2%	3.9%	3.4%	2.7%	1.5%	0.8%
Grade 9	5.0%	6.2%	6.1%	1.5%	1.5%	2.0%
Grade 10	7.0%	6.1%	6.1%	2.2%	1.4%	1.7%
Grade 11	8.8%	7.8%	5.6%	2.9%	1.6%	1.6%
Grade 12	11.6%	10.2%	7.5%	4.2%	2.9%	1.8%
HALLUCINOGENS	6.6%	4.6%	4.9%	2.4%	1.6%	1.5%
Grade 7	3.4%	1.3%	1.7%	1.2%	0.8%	0.7%
Grade 8	4.2%	2.9%	2.2%	1.6%	1.2%	0.7%
Grade 9	5.7%	4.6%	6.0%	2.0%	1.7%	1.6%
Grade 10	6.7%	5.3%	6.0%	2.2%	2.1%	2.0%
Grade 11	9.3%	6.2%	6.9%	3.6%	1.7%	2.2%
Grade 12	11.7%	8.8%	8.2%	4.2%	2.5%	2.0%
UPPERS	17.1%	7.2%	6.5%	5.8%	2.1%	1.8%
Grade 7	10.5%	3.0%	2.2%	4.5%	1.4%	1.1%
Grade 8	12.3%	5.2%	5.0%	5.4%	2.2%	1.6%
Grade 9	14.5%	7.8%	6.5%	4.9%	2.7%	1.9%
Grade 10	20.3%	8.6%	8.0%	7.0%	2.1%	2.1%
Grade 11	22.9%	8.9%	9.4%	6.8%	1.7%	2.4%
Grade 12	25.0%	11.1%	9.6%	6.8%	2.3%	2.3%
DOWNERS	13.3%	4.4%	4.5%	3.9%	1.2%	1.2%
Grade 7	11.5%	2.2%	2.3%	4.0%	1.0%	1.0%
Grade 8	12.1%	3.8%	4.0%	5.5%	1.7%	1.1%
Grade 9	11.8%	4.8%	4.0%	3.8%	1.4%	0.9%
Grade 10	14.3%	4.9%	5.9%	3.9%	1.0%	1.5%
Grade 11	15.4%	5.1%	6.1%	3.2%	0.8%	1.9%
Grade 12	15.3%	6.5%	5.5%	2.7%	1.3%	1.0%
STEROIDS	N/A	1.7%	1.7%	N/A	**	**
Grade 7	N/A	1.5%	1.8%	N/A	0.5%	0.8%
Grade 8	N/A	1.6%	1.3%	N/A	0.7%	**
Grade 9	N/A	1.4%	1.9%	N/A	**	0.5%
Grade 10	N/A	1.8%	1.9%	N/A	**	**
Grade 11	N/A	1.9%	1.4%	N/A	**	**
Grade 12	N/A	2.2%	1.6%	N/A	**	**
ECSTASY	N/A	4.1%	2.6%	N/A	1.3%	0.6%
Grade 7	N/A	0.9%	1.5%	N/A	**	0.5%
Grade 8	N/A	1.6%	0.8%	N/A	0.7%	**
Grade 9	N/A	3.8%	2.4%	N/A	1.4%	0.6%
Grade 10	N/A	4.4%	2.7%	N/A	1.6%	0.7%
Grade 11	N/A	6.2%	3.7%	N/A	1.6%	0.9%
Grade 12	N/A	9.1%	5.8%	N/A	2.5%	0.6%

** Less than 0.5%

TABLE B2: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
TEXAS SECONDARY STUDENTS IN 1992

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	54.3%	20.9%	13.0%	20.4%	45.7%
Grade 7	42.8%	14.8%	12.0%	16.0%	57.2%
Grade 8	50.0%	17.1%	13.6%	19.2%	50.0%
Grade 9	57.5%	23.1%	13.9%	20.6%	42.5%
Grade 10	58.3%	21.9%	14.0%	22.3%	41.7%
Grade 11	58.6%	24.1%	11.7%	22.9%	41.4%
Grade 12	62.3%	26.9%	12.6%	22.8%	37.7%
ALCOHOL	75.6%	37.0%	21.7%	16.9%	24.4%
Grade 7	58.2%	23.5%	16.1%	18.6%	41.8%
Grade 8	70.9%	30.4%	20.7%	19.8%	29.1%
Grade 9	78.0%	38.5%	23.1%	16.5%	22.0%
Grade 10	82.4%	41.5%	24.6%	16.3%	17.6%
Grade 11	83.9%	44.4%	24.8%	14.6%	16.1%
Grade 12	86.1%	49.9%	21.9%	14.3%	13.9%
INHALANTS –ADJ.	23.2%	5.3%	6.8%	11.1%	76.8%
Grade 7	25.9%	9.2%	7.5%	9.2%	74.1%
Grade 8	26.1%	8.0%	8.0%	10.1%	73.9%
Grade 9	23.3%	3.7%	8.2%	11.4%	76.7%
Grade 10	22.3%	3.9%	6.6%	11.8%	77.7%
Grade 11	20.8%	2.9%	4.6%	13.4%	79.2%
Grade 12	18.4%	2.0%	4.6%	11.8%	81.6%
ANY ILLICIT DRUG	22.4%	8.4%	6.1%	7.8%	77.6%
Grade 7	11.4%	5.0%	2.8%	3.5%	88.6%
Grade 8	15.0%	5.1%	4.1%	5.7%	85.0%
Grade 9	23.9%	9.9%	6.3%	7.7%	76.1%
Grade 10	28.1%	10.3%	8.3%	9.4%	71.9%
Grade 11	29.2%	11.2%	8.2%	9.7%	70.8%
Grade 12	31.8%	10.3%	8.3%	13.1%	68.2%
MARIJUANA	19.7%	6.8%	5.4%	7.5%	80.3%
Grade 7	9.9%	3.9%	2.2%	3.7%	90.1%
Grade 8	11.9%	4.0%	3.3%	4.6%	88.1%
Grade 9	21.2%	8.3%	5.6%	7.3%	78.8%
Grade 10	24.5%	8.3%	7.3%	8.9%	75.5%
Grade 11	26.0%	8.7%	7.3%	10.0%	74.0%
Grade 12	29.3%	8.4%	8.1%	12.7%	70.7%
MARIJUANA ONLY	10.8%	2.6%	2.9%	5.3%	89.2%
Grade 7	6.1%	1.9%	1.4%	2.7%	93.9%
Grade 8	6.7%	1.4%	1.7%	3.6%	93.3%
Grade 9	11.1%	3.0%	3.0%	5.0%	88.9%
Grade 10	13.7%	3.4%	4.1%	6.2%	86.3%
Grade 11	14.0%	3.2%	3.8%	6.9%	86.0%
Grade 12	15.8%	2.6%	4.3%	9.0%	84.2%
COCAINE OR CRACK	5.0%	1.5%	1.6%	2.0%	95.0%
Grade 7	2.3%	1.0%	0.6%	0.6%	97.7%
Grade 8	3.4%	0.8%	1.5%	1.2%	96.6%
Grade 9	6.1%	2.0%	1.7%	2.3%	93.9%
Grade 10	6.1%	1.7%	1.7%	2.7%	93.9%
Grade 11	5.6%	1.6%	1.8%	2.3%	94.4%
Grade 12	7.5%	1.8%	2.3%	3.3%	92.5%

** Less than 0.5%

TEXAS SECONDARY STUDENTS IN 1992 (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	4.6%	1.3%	1.5%	1.8%	95.4%
Grade 7	1.9%	0.8%	0.6%	**	98.1%
Grade 8	3.0%	0.7%	1.3%	1.1%	97.0%
Grade 9	5.3%	1.8%	1.6%	1.9%	94.7%
Grade 10	5.7%	1.7%	1.7%	2.2%	94.3%
Grade 11	5.3%	1.5%	1.6%	2.1%	94.7%
Grade 12	7.2%	1.7%	2.1%	3.3%	92.8%
CRACK	1.9%	**	0.6%	0.8%	98.1%
Grade 7	1.2%	**	**	**	98.8%
Grade 8	1.8%	**	0.7%	0.7%	98.2%
Grade 9	2.4%	0.5%	0.6%	1.3%	97.6%
Grade 10	2.0%	**	0.6%	0.9%	98.0%
Grade 11	1.5%	**	**	0.7%	98.5%
Grade 12	2.3%	**	0.8%	1.1%	97.7%
HALLUCINOGENS	4.9%	1.5%	1.7%	1.7%	95.1%
Grade 7	1.7%	0.7%	**	0.6%	98.3%
Grade 8	2.2%	0.7%	1.1%	**	97.8%
Grade 9	6.0%	1.6%	1.7%	2.7%	94.0%
Grade 10	6.0%	2.0%	2.4%	1.6%	94.0%
Grade 11	6.9%	2.2%	2.4%	2.2%	93.1%
Grade 12	8.2%	2.0%	2.9%	3.3%	91.8%
UPPERS	6.5%	1.8%	2.1%	2.5%	93.5%
Grade 7	2.2%	1.1%	0.7%	0.5%	97.8%
Grade 8	5.0%	1.6%	1.8%	1.6%	95.0%
Grade 9	6.5%	1.9%	2.0%	2.6%	93.5%
Grade 10	8.0%	2.1%	3.0%	2.9%	92.0%
Grade 11	9.4%	2.4%	3.1%	3.9%	90.6%
Grade 12	9.6%	2.3%	2.8%	4.4%	90.4%
DOWNERS	4.5%	1.2%	1.6%	1.7%	95.5%
Grade 7	2.3%	1.0%	0.6%	0.8%	97.7%
Grade 8	4.0%	1.1%	1.7%	1.3%	96.0%
Grade 9	4.0%	0.9%	1.4%	1.6%	96.0%
Grade 10	5.9%	1.5%	2.2%	2.2%	94.1%
Grade 11	6.1%	1.9%	1.8%	2.4%	93.9%
Grade 12	5.5%	1.0%	1.8%	2.7%	94.5%
STEROIDS	1.7%	**	0.6%	0.7%	98.3%
Grade 7	1.8%	0.8%	0.5%	0.5%	98.2%
Grade 8	1.3%	**	**	**	98.7%
Grade 9	1.9%	0.5%	0.6%	0.8%	98.1%
Grade 10	1.9%	**	0.9%	0.8%	98.1%
Grade 11	1.4%	**	**	0.6%	98.6%
Grade 12	1.6%	**	**	0.8%	98.4%
ECSTASY	2.6%	0.6%	0.9%	1.1%	97.4%
Grade 7	1.5%	0.5%	0.6%	**	98.5%
Grade 8	0.8%	**	**	**	99.2%
Grade 9	2.4%	0.6%	0.8%	0.9%	97.6%
Grade 10	2.7%	0.7%	0.8%	1.3%	97.3%
Grade 11	3.7%	0.9%	1.3%	1.6%	96.3%
Grade 12	5.8%	0.6%	1.9%	3.3%	94.2%

TABLE B3: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
MALE STUDENTS IN 1992

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	59.3%	24.2%	13.1%	21.9%	40.7%
Grade 7	46.3%	15.8%	11.5%	19.0%	53.7%
Grade 8	54.4%	18.3%	13.7%	22.4%	45.6%
Grade 9	63.9%	27.5%	14.0%	22.4%	36.1%
Grade 10	63.6%	25.0%	15.1%	23.4%	36.4%
Grade 11	63.1%	29.5%	12.0%	21.5%	36.9%
Grade 12	69.0%	33.8%	12.2%	22.9%	31.0%
ALCOHOL	77.5%	38.6%	20.7%	18.2%	22.5%
Grade 7	61.3%	22.6%	15.4%	23.3%	38.7%
Grade 8	72.2%	28.5%	22.2%	21.4%	27.8%
Grade 9	81.2%	41.5%	22.4%	17.3%	18.8%
Grade 10	83.7%	42.9%	24.1%	16.7%	16.3%
Grade 11	85.9%	49.7%	21.2%	15.0%	14.1%
Grade 12	87.0%	55.5%	18.7%	12.7%	13.0%
INHALANTS–ADJ.	23.4%	4.5%	7.1%	11.7%	76.6%
Grade 7	24.3%	6.7%	7.1%	10.5%	75.7%
Grade 8	25.8%	6.7%	8.6%	10.6%	74.2%
Grade 9	22.7%	3.4%	9.1%	10.1%	77.3%
Grade 10	23.8%	3.9%	7.2%	12.6%	76.2%
Grade 11	21.4%	3.2%	4.7%	13.5%	78.6%
Grade 12	21.2%	2.2%	4.2%	14.8%	78.8%
ANY ILLICIT DRUG	25.3%	9.8%	6.7%	8.8%	74.7%
Grade 7	13.8%	5.8%	3.0%	5.0%	86.2%
Grade 8	16.2%	5.5%	3.9%	6.9%	83.8%
Grade 9	26.8%	11.5%	7.2%	8.2%	73.2%
Grade 10	32.9%	12.2%	9.1%	11.6%	67.1%
Grade 11	32.3%	12.3%	9.3%	10.7%	67.7%
Grade 12	36.1%	13.5%	9.6%	13.0%	63.9%
MARIJUANA	23.0%	8.2%	6.2%	8.7%	77.0%
Grade 7	12.2%	4.6%	2.4%	5.2%	87.8%
Grade 8	13.9%	4.5%	3.4%	6.0%	86.1%
Grade 9	24.7%	10.1%	6.5%	8.1%	75.3%
Grade 10	29.7%	10.3%	8.5%	11.0%	70.3%
Grade 11	29.8%	10.2%	8.5%	11.1%	70.2%
Grade 12	33.9%	10.8%	9.8%	13.3%	66.1%
MARIJUANA ONLY	12.5%	2.8%	3.4%	6.3%	87.5%
Grade 7	7.5%	2.0%	1.5%	4.0%	92.5%
Grade 8	8.0%	1.7%	1.8%	4.5%	92.0%
Grade 9	12.9%	3.4%	3.8%	5.8%	87.1%
Grade 10	16.8%	4.1%	4.3%	8.4%	83.2%
Grade 11	15.5%	2.9%	4.8%	7.8%	84.5%
Grade 12	17.3%	2.9%	5.2%	9.2%	82.7%
COCAINE OR CRACK	6.3%	2.0%	1.9%	2.5%	93.7%
Grade 7	2.8%	1.5%	0.6%	0.7%	97.2%
Grade 8	3.6%	0.9%	1.1%	1.6%	96.4%
Grade 9	7.0%	2.6%	1.7%	2.7%	93.0%
Grade 10	8.1%	2.3%	2.6%	3.2%	91.9%
Grade 11	8.3%	2.4%	2.8%	3.0%	91.7%
Grade 12	10.2%	2.3%	3.5%	4.3%	89.8%

** Less than 0.5%

MALE STUDENTS IN 1992 (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	5.8%	1.8%	1.8%	2.2%	94.2%
Grade 7	2.1%	1.2%	0.5%	**	97.9%
Grade 8	3.2%	0.8%	1.0%	1.4%	96.8%
Grade 9	6.4%	2.3%	1.6%	2.5%	93.6%
Grade 10	7.3%	2.2%	2.8%	2.4%	92.7%
Grade 11	7.5%	2.2%	2.7%	2.7%	92.5%
Grade 12	9.9%	2.3%	3.2%	4.4%	90.1%
CRACK	2.5%	0.6%	0.7%	1.2%	97.5%
Grade 7	1.4%	0.6%	**	**	98.6%
Grade 8	2.3%	**	0.8%	1.2%	97.7%
Grade 9	2.9%	0.6%	0.8%	1.6%	97.1%
Grade 10	2.8%	0.5%	0.7%	1.6%	97.2%
Grade 11	2.5%	0.7%	0.5%	1.3%	97.5%
Grade 12	3.3%	0.7%	1.1%	1.5%	96.7%
HALLUCINOGENS	5.9%	1.8%	2.2%	1.9%	94.1%
Grade 7	2.1%	0.7%	0.7%	0.8%	97.9%
Grade 8	2.3%	0.8%	1.0%	0.6%	97.7%
Grade 9	7.4%	1.8%	2.1%	3.4%	92.6%
Grade 10	7.0%	2.2%	3.3%	1.5%	93.0%
Grade 11	8.5%	3.6%	3.2%	1.8%	91.5%
Grade 12	10.2%	2.7%	3.7%	3.8%	89.8%
UPPERS	6.6%	1.9%	2.1%	2.6%	93.4%
Grade 7	2.5%	1.1%	0.7%	0.6%	97.5%
Grade 8	4.4%	1.9%	1.3%	1.3%	95.6%
Grade 9	6.7%	1.5%	2.4%	2.7%	93.3%
Grade 10	8.2%	1.8%	2.9%	3.5%	91.8%
Grade 11	8.9%	2.4%	2.9%	3.6%	91.1%
Grade 12	11.4%	3.0%	3.2%	5.1%	88.6%
DOWNERS	4.3%	1.1%	1.6%	1.7%	95.7%
Grade 7	2.6%	1.1%	0.5%	0.9%	97.4%
Grade 8	2.8%	1.1%	1.3%	**	97.2%
Grade 9	3.9%	0.6%	1.9%	1.5%	96.1%
Grade 10	6.3%	1.5%	2.3%	2.5%	93.7%
Grade 11	5.3%	1.4%	1.8%	2.1%	94.7%
Grade 12	6.4%	1.2%	1.9%	3.2%	93.6%
STEROIDS	2.6%	0.7%	0.8%	1.1%	97.4%
Grade 7	2.6%	1.1%	**	1.0%	97.4%
Grade 8	2.0%	0.7%	0.6%	0.7%	98.0%
Grade 9	2.7%	0.8%	0.8%	1.0%	97.3%
Grade 10	3.0%	**	1.3%	1.3%	97.0%
Grade 11	2.9%	0.5%	1.1%	1.3%	97.1%
Grade 12	2.9%	0.8%	0.6%	1.5%	97.1%
ECSTASY	3.0%	0.7%	1.0%	1.3%	97.0%
Grade 7	2.0%	0.8%	0.7%	0.6%	98.0%
Grade 8	0.8%	**	**	**	99.2%
Grade 9	2.5%	0.7%	0.9%	0.8%	97.5%
Grade 10	3.1%	0.6%	1.1%	1.5%	96.9%
Grade 11	4.2%	0.9%	1.4%	1.8%	95.8%
Grade 12	7.1%	1.0%	2.2%	4.0%	92.9%

TABLE B4: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
FEMALE STUDENTS IN 1992

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	49.7%	17.8%	12.9%	19.0%	50.3%
Grade 7	39.3%	13.7%	12.5%	13.2%	60.7%
Grade 8	45.9%	16.1%	13.7%	16.1%	54.1%
Grade 9	51.8%	19.1%	13.8%	18.9%	48.2%
Grade 10	53.2%	19.1%	12.7%	21.4%	46.8%
Grade 11	55.1%	19.7%	11.4%	24.0%	44.9%
Grade 12	56.1%	20.5%	12.9%	22.7%	43.9%
ALCOHOL	73.9%	35.6%	22.6%	15.7%	26.1%
Grade 7	55.2%	24.2%	16.8%	14.2%	44.8%
Grade 8	70.0%	32.4%	19.3%	18.3%	30.0%
Grade 9	75.1%	35.9%	23.6%	15.7%	24.9%
Grade 10	81.2%	40.3%	24.9%	16.0%	18.8%
Grade 11	82.4%	40.2%	27.7%	14.4%	17.6%
Grade 12	85.4%	44.8%	25.0%	15.6%	14.6%
INHALANTS–ADJ.	22.9%	5.8%	6.5%	10.6%	77.1%
Grade 7	27.3%	11.5%	7.5%	8.2%	72.7%
Grade 8	26.3%	9.0%	7.6%	9.7%	73.7%
Grade 9	23.8%	4.0%	7.3%	12.5%	76.2%
Grade 10	20.7%	3.8%	6.1%	10.9%	79.3%
Grade 11	20.2%	2.5%	4.4%	13.3%	79.8%
Grade 12	15.9%	2.0%	4.8%	9.1%	84.1%
ANY ILLICIT DRUG	19.7%	7.2%	5.6%	6.9%	80.3%
Grade 7	9.1%	4.2%	2.6%	2.2%	90.9%
Grade 8	13.8%	4.8%	4.3%	4.7%	86.2%
Grade 9	21.1%	8.5%	5.5%	7.1%	78.9%
Grade 10	23.6%	8.7%	7.7%	7.2%	76.4%
Grade 11	26.6%	10.4%	7.3%	8.9%	73.4%
Grade 12	27.8%	7.4%	7.2%	13.2%	72.2%
MARIJUANA	16.7%	5.6%	4.7%	6.4%	83.3%
Grade 7	7.7%	3.3%	2.1%	2.4%	92.3%
Grade 8	10.1%	3.5%	3.2%	3.3%	89.9%
Grade 9	18.1%	6.7%	4.8%	6.6%	81.9%
Grade 10	19.8%	6.5%	6.3%	7.0%	80.2%
Grade 11	22.9%	7.5%	6.3%	9.1%	77.1%
Grade 12	24.9%	6.2%	6.5%	12.2%	75.1%
MARIJUANA ONLY	9.3%	2.4%	2.5%	4.3%	90.7%
Grade 7	4.7%	1.9%	1.3%	1.5%	95.3%
Grade 8	5.6%	1.2%	1.7%	2.7%	94.4%
Grade 9	9.4%	2.8%	2.3%	4.3%	90.6%
Grade 10	10.8%	2.7%	3.9%	4.2%	89.2%
Grade 11	12.8%	3.5%	3.1%	6.2%	87.2%
Grade 12	14.5%	2.3%	3.4%	8.8%	85.5%
COCAINE OR CRACK	3.8%	1.0%	1.2%	1.6%	96.2%
Grade 7	1.8%	0.6%	0.7%	0.6%	98.2%
Grade 8	3.2%	0.7%	1.8%	0.7%	96.8%
Grade 9	5.2%	1.4%	1.8%	2.0%	94.8%
Grade 10	4.4%	1.3%	0.9%	2.2%	95.6%
Grade 11	3.5%	0.9%	0.9%	1.7%	96.5%
Grade 12	5.0%	1.4%	1.2%	2.4%	95.0%

** Less than 0.5%

FEMALE STUDENTS IN 1992 (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	3.5%	0.9%	1.1%	1.4%	96.5%
Grade 7	1.7%	0.5%	0.6%	0.6%	98.3%
Grade 8	2.9%	0.5%	1.6%	0.7%	97.1%
Grade 9	4.3%	1.3%	1.6%	1.3%	95.7%
Grade 10	4.2%	1.2%	0.8%	2.1%	95.8%
Grade 11	3.5%	0.9%	0.8%	1.7%	96.5%
Grade 12	4.6%	1.2%	1.1%	2.3%	95.4%
CRACK	1.3%	**	**	**	98.7%
Grade 7	0.9%	**	**	**	99.1%
Grade 8	1.3%	**	0.7%	**	98.7%
Grade 9	2.0%	**	**	1.0%	98.0%
Grade 10	1.3%	**	0.6%	**	98.7%
Grade 11	0.6%	**	**	**	99.4%
Grade 12	1.4%	**	**	0.6%	98.6%
HALLUCINOGENS	4.0%	1.2%	1.3%	1.6%	96.0%
Grade 7	1.4%	0.7%	**	**	98.6%
Grade 8	2.1%	0.7%	1.1%	**	97.9%
Grade 9	4.7%	1.4%	1.3%	2.0%	95.3%
Grade 10	5.0%	1.8%	1.5%	1.7%	95.0%
Grade 11	5.6%	1.1%	1.8%	2.6%	94.4%
Grade 12	6.3%	1.4%	2.1%	2.8%	93.7%
UPPERS	6.4%	1.8%	2.1%	2.4%	93.6%
Grade 7	2.0%	1.0%	0.6%	**	98.0%
Grade 8	5.5%	1.4%	2.3%	1.9%	94.5%
Grade 9	6.4%	2.2%	1.6%	2.5%	93.6%
Grade 10	7.6%	2.3%	3.0%	2.3%	92.4%
Grade 11	9.8%	2.5%	3.2%	4.2%	90.2%
Grade 12	7.9%	1.7%	2.5%	3.8%	92.1%
DOWNERS	4.6%	1.2%	1.6%	1.8%	95.4%
Grade 7	2.1%	0.8%	0.7%	0.6%	97.9%
Grade 8	5.2%	1.1%	2.1%	2.1%	94.8%
Grade 9	4.0%	1.3%	1.1%	1.7%	96.0%
Grade 10	5.5%	1.4%	2.2%	1.9%	94.5%
Grade 11	6.7%	2.2%	1.9%	2.6%	93.3%
Grade 12	4.7%	0.8%	1.8%	2.2%	95.3%
STEROIDS	0.7%	**	**	**	99.3%
Grade 7	1.1%	**	0.5%	**	98.9%
Grade 8	0.5%	**	**	**	99.5%
Grade 9	1.1%	**	**	0.6%	98.9%
Grade 10	0.7%	**	**	**	99.3%
Grade 11	**	**	**	**	99.9%
Grade 12	**	**	**	**	99.6%
ECSTASY	2.3%	**	0.8%	1.0%	97.7%
Grade 7	1.0%	**	0.6%	**	99.0%
Grade 8	0.8%	**	**	**	99.2%
Grade 9	2.3%	0.5%	0.8%	1.0%	97.7%
Grade 10	2.3%	0.8%	**	1.1%	97.7%
Grade 11	3.4%	0.8%	1.2%	1.3%	96.6%
Grade 12	4.6%	**	1.6%	2.7%	95.4%

TABLE B5: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
WHITE STUDENTS IN 1992

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	59.4%	28.4%	13.1%	17.8%	40.6%
Grade 7	42.2%	15.5%	12.5%	14.1%	57.8%
Grade 8	51.3%	21.4%	13.3%	16.5%	48.7%
Grade 9	63.3%	32.5%	12.7%	18.0%	36.7%
Grade 10	67.9%	31.7%	17.1%	19.2%	32.1%
Grade 11	67.5%	36.4%	11.1%	20.0%	32.5%
Grade 12	70.3%	37.8%	11.8%	20.8%	29.7%
ALCOHOL	74.1%	38.8%	20.6%	14.7%	25.9%
Grade 7	51.5%	18.9%	16.5%	16.1%	48.5%
Grade 8	67.3%	30.6%	21.3%	15.4%	32.7%
Grade 9	76.8%	41.8%	20.9%	14.1%	23.2%
Grade 10	84.6%	44.6%	25.0%	15.0%	15.4%
Grade 11	85.7%	50.4%	20.6%	14.7%	14.3%
Grade 12	86.8%	54.7%	19.7%	12.4%	13.2%
INHALANTS–ADJ.	24.2%	5.4%	6.6%	12.2%	75.8%
Grade 7	22.2%	8.3%	5.4%	8.5%	77.8%
Grade 8	24.6%	6.7%	6.9%	11.0%	75.4%
Grade 9	24.3%	4.8%	7.6%	11.9%	75.7%
Grade 10	27.5%	4.9%	7.7%	14.9%	72.5%
Grade 11	23.8%	4.2%	5.9%	13.7%	76.2%
Grade 12	22.8%	2.4%	5.8%	14.6%	77.2%
ANY ILLICIT DRUG	21.8%	8.6%	6.0%	7.3%	78.2%
Grade 7	9.4%	3.3%	2.5%	3.6%	90.6%
Grade 8	12.0%	4.3%	3.7%	4.1%	88.0%
Grade 9	22.8%	10.3%	6.0%	6.4%	77.2%
Grade 10	29.4%	11.2%	8.8%	9.4%	70.6%
Grade 11	30.3%	11.8%	8.0%	10.5%	69.7%
Grade 12	33.6%	12.6%	8.8%	12.2%	66.4%
MARIJUANA	18.4%	6.4%	5.2%	6.8%	81.6%
Grade 7	8.2%	2.3%	2.0%	3.9%	91.8%
Grade 8	9.7%	3.3%	2.9%	3.5%	90.3%
Grade 9	19.3%	7.8%	5.4%	6.1%	80.7%
Grade 10	23.2%	7.9%	6.8%	8.5%	76.8%
Grade 11	25.7%	8.4%	6.9%	10.4%	74.3%
Grade 12	30.2%	10.3%	8.7%	11.1%	69.8%
MARIJUANA ONLY	7.8%	1.4%	2.2%	4.2%	92.2%
Grade 7	5.1%	0.9%	1.2%	3.0%	94.9%
Grade 8	4.5%	0.7%	1.4%	2.4%	95.5%
Grade 9	7.8%	2.0%	2.3%	3.5%	92.2%
Grade 10	8.2%	1.7%	2.8%	3.7%	91.8%
Grade 11	11.4%	1.8%	2.7%	6.9%	88.6%
Grade 12	12.1%	1.7%	3.5%	6.9%	87.9%
COCAINE OR CRACK	4.5%	1.2%	1.4%	1.9%	95.5%
Grade 7	1.0%	**	**	**	99.0%
Grade 8	2.4%	0.7%	1.1%	0.6%	97.6%
Grade 9	4.4%	1.4%	1.2%	1.8%	95.6%
Grade 10	6.1%	1.2%	1.8%	3.1%	93.9%
Grade 11	6.6%	2.0%	1.5%	3.0%	93.4%
Grade 12	8.3%	1.9%	2.5%	3.9%	91.7%

** Less than 0.5%

WHITE STUDENTS IN 1992 (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	3.9%	1.1%	1.2%	1.6%	96.1%
Grade 7	0.8%	**	**	**	99.2%
Grade 8	2.1%	0.6%	0.9%	0.6%	97.9%
Grade 9	3.6%	1.2%	1.1%	1.3%	96.4%
Grade 10	5.0%	1.2%	1.8%	2.1%	95.0%
Grade 11	6.0%	2.0%	1.3%	2.7%	94.0%
Grade 12	8.0%	1.9%	2.2%	4.0%	92.0%
CRACK	1.7%	**	0.7%	0.7%	98.3%
Grade 7	0.7%	**	**	**	99.3%
Grade 8	1.4%	**	0.8%	**	98.6%
Grade 9	1.8%	0.7%	**	0.8%	98.2%
Grade 10	2.4%	**	0.9%	1.4%	97.6%
Grade 11	1.6%	**	**	0.7%	98.4%
Grade 12	2.7%	**	1.1%	1.2%	97.3%
HALLUCINOGENS	6.9%	2.1%	2.4%	2.4%	93.1%
Grade 7	1.4%	0.6%	**	**	98.6%
Grade 8	3.0%	0.9%	1.5%	0.6%	97.0%
Grade 9	8.3%	2.6%	2.1%	3.5%	91.7%
Grade 10	10.1%	3.2%	3.9%	3.0%	89.9%
Grade 11	9.5%	3.6%	3.1%	2.9%	90.5%
Grade 12	11.8%	2.6%	4.3%	4.9%	88.2%
UPPERS	8.9%	2.5%	3.1%	3.3%	91.1%
Grade 7	2.1%	1.0%	0.9%	**	97.9%
Grade 8	4.9%	1.4%	2.0%	1.5%	95.1%
Grade 9	10.7%	3.8%	3.0%	3.9%	89.3%
Grade 10	12.4%	3.1%	4.9%	4.4%	87.6%
Grade 11	12.6%	3.3%	4.9%	4.4%	87.4%
Grade 12	14.2%	3.2%	4.2%	6.7%	85.8%
DOWNERS	5.4%	1.5%	2.0%	1.9%	94.6%
Grade 7	1.5%	0.6%	0.6%	**	98.5%
Grade 8	3.8%	1.0%	1.7%	1.2%	96.2%
Grade 9	4.9%	1.5%	1.9%	1.5%	95.1%
Grade 10	8.3%	2.0%	2.9%	3.4%	91.7%
Grade 11	7.9%	3.2%	2.4%	2.4%	92.1%
Grade 12	7.6%	1.3%	2.8%	3.5%	92.4%
STEROIDS	2.2%	**	0.8%	0.9%	97.8%
Grade 7	2.1%	0.9%	0.8%	**	97.9%
Grade 8	1.0%	**	**	**	99.0%
Grade 9	2.8%	**	0.9%	1.5%	97.2%
Grade 10	3.8%	**	2.0%	1.3%	96.2%
Grade 11	2.1%	**	0.7%	1.1%	97.9%
Grade 12	2.0%	**	0.5%	1.0%	98.0%
ECSTASY	4.3%	0.9%	1.5%	1.9%	95.7%
Grade 7	2.0%	0.8%	0.8%	**	98.0%
Grade 8	1.2%	**	0.5%	**	98.8%
Grade 9	4.1%	0.9%	1.5%	1.7%	95.9%
Grade 10	5.2%	1.7%	1.3%	2.2%	94.8%
Grade 11	5.7%	1.1%	2.3%	2.3%	94.3%
Grade 12	9.1%	0.9%	3.1%	5.2%	90.9%

TABLE B6: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
BLACK STUDENTS IN 1992

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	38.5%	6.5%	9.5%	22.5%	61.5%
Grade 7	33.1%	7.8%	6.9%	18.4%	66.9%
Grade 8	36.7%	5.5%	11.0%	20.2%	63.3%
Grade 9	45.8%	7.5%	13.0%	25.3%	54.2%
Grade 10	39.2%	6.8%	10.0%	22.4%	60.8%
Grade 11	36.9%	4.2%	8.3%	24.4%	63.1%
Grade 12	38.4%	6.4%	6.4%	25.6%	61.6%
ALCOHOL	78.5%	32.1%	25.0%	21.4%	21.5%
Grade 7	66.5%	23.8%	17.5%	25.2%	33.5%
Grade 8	76.7%	29.3%	21.8%	25.6%	23.3%
Grade 9	82.5%	33.4%	26.2%	22.8%	17.5%
Grade 10	81.9%	36.7%	28.0%	17.2%	18.1%
Grade 11	82.0%	34.4%	31.2%	16.4%	18.0%
Grade 12	84.7%	38.1%	27.9%	18.7%	15.3%
INHALANTS–ADJ.	15.5%	3.5%	5.0%	7.0%	84.5%
Grade 7	20.4%	5.3%	7.4%	7.7%	79.6%
Grade 8	20.1%	6.9%	5.5%	7.7%	79.9%
Grade 9	13.7%	1.9%	5.6%	6.2%	86.3%
Grade 10	14.1%	2.7%	3.9%	7.5%	85.9%
Grade 11	13.0%	2.3%	4.0%	6.7%	87.0%
Grade 12	9.2%	0.9%	2.1%	6.2%	90.8%
ANY ILLICIT DRUG	16.2%	4.6%	4.2%	7.4%	83.8%
Grade 7	8.0%	3.1%	1.9%	3.1%	92.0%
Grade 8	8.8%	1.8%	2.6%	4.4%	91.2%
Grade 9	17.0%	6.2%	3.5%	7.3%	83.0%
Grade 10	23.0%	6.4%	6.1%	10.5%	77.0%
Grade 11	19.3%	5.8%	6.5%	7.0%	80.7%
Grade 12	25.5%	4.8%	6.3%	14.4%	74.5%
MARIJUANA	15.5%	4.2%	3.9%	7.4%	84.5%
Grade 7	6.1%	1.6%	1.8%	2.7%	93.9%
Grade 8	8.3%	1.6%	2.4%	4.3%	91.7%
Grade 9	16.5%	6.1%	3.0%	7.4%	83.5%
Grade 10	22.9%	6.2%	6.1%	10.6%	77.1%
Grade 11	18.6%	5.6%	5.6%	7.3%	81.4%
Grade 12	24.9%	4.3%	6.0%	14.6%	75.1%
MARIJUANA ONLY	14.0%	3.8%	3.6%	6.6%	86.0%
Grade 7	5.4%	1.4%	1.6%	2.4%	94.6%
Grade 8	7.1%	1.4%	2.1%	3.6%	92.9%
Grade 9	14.7%	5.6%	2.6%	6.5%	85.3%
Grade 10	22.0%	5.8%	5.9%	10.3%	78.0%
Grade 11	16.4%	5.1%	5.3%	6.1%	83.6%
Grade 12	22.9%	3.6%	5.8%	13.5%	77.1%
COCAINE OR CRACK	0.9%	**	**	**	99.1%
Grade 7	1.0%	0.6%	**	**	99.0%
Grade 8	1.0%	**	**	0.6%	99.0%
Grade 9	0.9%	**	0.6%	**	99.1%
Grade 10	**	**	**	**	99.6%
Grade 11	0.7%	**	**	**	99.3%
Grade 12	1.4%	**	**	1.0%	98.6%

**Less than 0.5%

BLACK STUDENTS IN 1992 (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	0.7%	**	**	**	99.3%
Grade 7	0.9%	**	**	**	99.1%
Grade 8	0.9%	**	**	0.5%	99.1%
Grade 9	0.6%	**	**	**	99.4%
Grade 10	**	**	**	**	99.7%
Grade 11	0.5%	**	**	**	99.5%
Grade 12	1.2%	**	**	0.9%	98.8%
CRACK	0.5%	**	**	**	99.5%
Grade 7	0.7%	0.6%	**	**	99.3%
Grade 8	**	**	**	**	99.6%
Grade 9	0.7%	**	0.5%	**	99.3%
Grade 10	**	**	**	**	99.7%
Grade 11	0.5%	**	**	**	99.5%
Grade 12	**	**	**	**	99.6%
HALLUCINOGENS	0.6%	**	**	**	99.4%
Grade 7	**	**	**	**	99.7%
Grade 8	**	**	**	**	99.7%
Grade 9	0.7%	**	**	**	99.3%
Grade 10	**	**	**	**	99.8%
Grade 11	0.7%	**	**	**	99.3%
Grade 12	1.1%	**	**	**	98.9%
UPPERS	0.7%	**	**	**	99.3%
Grade 7	0.5%	**	**	**	99.5%
Grade 8	0.5%	**	**	**	99.5%
Grade 9	0.6%	**	**	**	99.4%
Grade 10	**	**	**	**	99.7%
Grade 11	1.4%	**	**	0.6%	98.6%
Grade 12	1.1%	**	**	**	98.9%
DOWNERS	0.9%	**	**	**	99.1%
Grade 7	1.3%	0.9%	**	**	98.7%
Grade 8	0.5%	**	**	**	99.5%
Grade 9	1.0%	**	**	0.9%	99.0%
Grade 10	**	**	**	**	99.8%
Grade 11	1.8%	**	**	1.2%	98.2%
Grade 12	0.7%	**	**	**	99.3%
STEROIDS	1.0%	**	**	**	99.0%
Grade 7	1.6%	0.6%	**	0.8%	98.4%
Grade 8	1.4%	**	**	0.7%	98.6%
Grade 9	0.8%	**	**	**	99.2%
Grade 10	0.9%	**	**	0.7%	99.1%
Grade 11	1.0%	**	**	**	99.0%
Grade 12	0.8%	**	**	**	99.2%
ECSTASY	**	**	**	**	99.7%
Grade 7	**	**	**	**	99.8%
Grade 8	**	**	**	**	99.9%
Grade 9	**	**	**	**	99.7%
Grade 10	**	**	**	**	99.7%
Grade 11	0.6%	**	**	**	99.4%
Grade 12	**	**	**	**	99.8%

TABLE B7: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
HISPANIC STUDENTS IN 1992

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	60.0%	22.7%	15.6%	21.7%	40.0%
Grade 7	48.8%	18.4%	13.4%	17.0%	51.2%
Grade 8	56.1%	18.9%	16.3%	20.9%	43.9%
Grade 9	61.0%	25.2%	16.3%	19.4%	39.0%
Grade 10	63.7%	23.6%	14.6%	25.5%	36.3%
Grade 11	66.1%	24.8%	15.4%	25.9%	33.9%
Grade 12	69.2%	27.0%	18.2%	24.0%	30.8%
ALCOHOL	77.3%	39.9%	20.9%	16.5%	22.7%
Grade 7	63.5%	29.3%	15.2%	18.9%	36.5%
Grade 8	73.3%	32.4%	19.5%	21.4%	26.7%
Grade 9	77.8%	40.7%	22.6%	14.5%	22.2%
Grade 10	82.4%	43.8%	22.6%	16.1%	17.6%
Grade 11	84.4%	46.3%	25.2%	12.9%	15.6%
Grade 12	88.3%	53.3%	21.4%	13.6%	11.7%
INHALANTS-ADJ.	26.4%	6.1%	8.1%	12.2%	73.6%
Grade 7	31.8%	12.0%	9.5%	10.2%	68.2%
Grade 8	31.4%	10.8%	11.0%	9.6%	68.6%
Grade 9	28.1%	4.0%	10.4%	13.7%	71.9%
Grade 10	22.8%	3.9%	7.3%	11.7%	77.2%
Grade 11	21.7%	1.5%	3.4%	16.9%	78.3%
Grade 12	18.5%	2.1%	4.5%	11.9%	81.5%
ANY ILLICIT DRUG	27.5%	11.0%	7.6%	8.9%	72.5%
Grade 7	15.1%	8.1%	3.8%	3.1%	84.9%
Grade 8	22.0%	7.9%	5.5%	8.6%	78.0%
Grade 9	29.5%	12.1%	8.3%	9.0%	70.5%
Grade 10	32.5%	13.0%	10.5%	9.0%	67.5%
Grade 11	35.8%	13.9%	10.7%	11.2%	64.2%
Grade 12	35.1%	12.0%	8.2%	14.9%	64.9%
MARIJUANA	24.3%	9.2%	6.7%	8.5%	75.7%
Grade 7	13.6%	7.3%	2.8%	3.5%	86.4%
Grade 8	16.8%	6.3%	4.3%	6.1%	83.2%
Grade 9	26.4%	10.5%	7.4%	8.5%	73.6%
Grade 10	28.9%	10.9%	9.5%	8.6%	71.1%
Grade 11	32.6%	11.5%	9.5%	11.7%	67.4%
Grade 12	32.4%	9.0%	7.9%	15.5%	67.6%
MARIJUANA ONLY	12.5%	3.2%	3.4%	5.8%	87.5%
Grade 7	7.3%	3.7%	1.6%	2.0%	92.7%
Grade 8	9.6%	2.5%	2.1%	5.0%	90.4%
Grade 9	12.7%	2.7%	4.2%	5.8%	87.3%
Grade 10	14.5%	3.8%	4.6%	6.1%	85.5%
Grade 11	16.1%	3.5%	4.7%	7.9%	83.9%
Grade 12	17.3%	3.4%	3.9%	10.0%	82.7%
COCAINE OR CRACK	8.5%	2.7%	2.6%	3.1%	91.5%
Grade 7	4.8%	2.2%	1.2%	1.4%	95.2%
Grade 8	5.9%	1.2%	2.6%	2.0%	94.1%
Grade 9	10.7%	3.8%	2.9%	4.0%	89.3%
Grade 10	10.4%	3.4%	2.7%	4.3%	89.6%
Grade 11	8.3%	2.1%	3.2%	3.0%	91.7%
Grade 12	11.7%	3.3%	3.7%	4.7%	88.3%

**Less than 0.5%

HISPANIC STUDENTS IN 1992 (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	7.8%	2.4%	2.6%	2.9%	92.2%
Grade 7	3.9%	1.7%	1.1%	1.1%	96.1%
Grade 8	5.2%	1.0%	2.4%	1.8%	94.8%
Grade 9	9.5%	3.4%	2.8%	3.3%	90.5%
Grade 10	10.4%	3.3%	2.8%	4.3%	89.6%
Grade 11	8.1%	1.9%	3.2%	2.9%	91.9%
Grade 12	11.1%	3.0%	3.6%	4.5%	88.9%
CRACK	2.9%	0.7%	0.8%	1.4%	97.1%
Grade 7	2.0%	0.6%	0.6%	0.8%	98.0%
Grade 8	3.0%	0.6%	1.1%	1.3%	97.0%
Grade 9	3.9%	0.6%	0.9%	2.4%	96.1%
Grade 10	2.9%	1.1%	0.7%	1.1%	97.1%
Grade 11	2.0%	**	**	1.2%	98.0%
Grade 12	3.6%	1.0%	0.8%	1.7%	96.4%
HALLUCINOGENS	5.4%	1.5%	2.0%	1.9%	94.6%
Grade 7	2.6%	0.7%	0.6%	1.3%	97.4%
Grade 8	2.3%	0.9%	1.0%	**	97.7%
Grade 9	6.8%	1.5%	2.3%	3.0%	93.2%
Grade 10	6.2%	1.9%	2.7%	1.5%	93.8%
Grade 11	7.9%	1.8%	3.4%	2.7%	92.1%
Grade 12	8.1%	2.5%	2.5%	3.0%	91.9%
UPPERS	7.3%	2.1%	2.2%	3.0%	92.7%
Grade 7	2.8%	1.5%	0.5%	0.8%	97.2%
Grade 8	7.5%	2.6%	2.3%	2.5%	92.5%
Grade 9	6.2%	1.1%	2.3%	2.8%	93.8%
Grade 10	9.2%	2.7%	3.3%	3.2%	90.8%
Grade 11	11.3%	2.5%	2.8%	6.0%	88.7%
Grade 12	8.9%	2.7%	2.2%	4.0%	91.1%
DOWNERS	5.7%	1.4%	2.0%	2.3%	94.3%
Grade 7	3.3%	1.3%	0.8%	1.3%	96.7%
Grade 8	6.1%	1.7%	2.3%	2.1%	93.9%
Grade 9	4.7%	0.7%	1.9%	2.0%	95.3%
Grade 10	7.8%	2.2%	3.2%	2.5%	92.2%
Grade 11	7.6%	1.6%	2.4%	3.7%	92.4%
Grade 12	5.8%	1.0%	1.9%	2.9%	94.2%
STEROIDS	1.3%	**	**	**	98.7%
Grade 7	1.3%	**	**	0.6%	98.7%
Grade 8	1.4%	0.6%	0.6%	**	98.6%
Grade 9	1.8%	0.7%	0.6%	**	98.2%
Grade 10	1.0%	**	**	0.5%	99.0%
Grade 11	0.8%	**	**	**	99.2%
Grade 12	1.6%	**	**	0.9%	98.4%
ECSTASY	2.0%	**	0.7%	0.9%	98.0%
Grade 7	1.0%	**	**	**	99.0%
Grade 8	0.7%	**	**	**	99.3%
Grade 9	2.2%	0.6%	0.7%	0.9%	97.8%
Grade 10	2.1%	**	0.7%	1.2%	97.9%
Grade 11	2.8%	**	0.9%	1.6%	97.2%
Grade 12	4.6%	0.7%	1.5%	2.4%	95.4%

TABLE B8: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS REPORTING A AND B GRADES (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	49.7%	17.1%	12.3%	20.3%	50.3%
Grade 7	37.0%	10.9%	10.7%	15.4%	63.0%
Grade 8	44.3%	13.2%	12.2%	18.9%	55.7%
Grade 9	51.0%	18.0%	13.5%	19.6%	49.0%
Grade 10	55.5%	17.7%	14.1%	23.7%	44.5%
Grade 11	56.0%	21.2%	11.6%	23.2%	44.0%
Grade 12	59.5%	24.8%	11.7%	23.0%	40.5%
ALCOHOL	72.0%	33.6%	21.3%	17.1%	28.0%
Grade 7	53.5%	19.5%	16.2%	17.8%	46.5%
Grade 8	66.4%	26.9%	20.2%	19.4%	33.6%
Grade 9	72.8%	34.2%	21.8%	16.8%	27.2%
Grade 10	80.1%	39.1%	23.8%	17.2%	19.9%
Grade 11	82.0%	41.4%	25.3%	15.4%	18.0%
Grade 12	84.6%	47.2%	22.3%	15.2%	15.4%
INHALANTS-ADJ.	19.9%	4.4%	5.6%	9.9%	80.1%
Grade 7	23.1%	8.1%	6.2%	8.8%	76.9%
Grade 8	20.9%	6.1%	6.1%	8.7%	79.1%
Grade 9	19.2%	3.3%	6.3%	9.6%	80.8%
Grade 10	19.0%	3.1%	5.5%	10.3%	81.0%
Grade 11	18.8%	2.8%	4.2%	11.8%	81.2%
Grade 12	16.9%	1.8%	4.5%	10.7%	83.1%
ANY ILLICIT DRUG	17.4%	5.9%	4.8%	6.6%	82.6%
Grade 7	7.8%	2.8%	2.1%	2.9%	92.2%
Grade 8	10.5%	3.2%	2.7%	4.6%	89.5%
Grade 9	16.4%	5.6%	4.4%	6.4%	83.6%
Grade 10	22.6%	7.9%	7.1%	7.6%	77.4%
Grade 11	24.3%	8.6%	6.9%	8.8%	75.7%
Grade 12	28.5%	9.4%	7.5%	11.6%	71.5%
MARIJUANA	14.7%	4.5%	4.0%	6.2%	85.3%
Grade 7	6.6%	2.1%	1.6%	2.8%	93.4%
Grade 8	7.7%	2.4%	1.8%	3.5%	92.3%
Grade 9	13.7%	4.1%	3.5%	6.2%	86.3%
Grade 10	19.0%	6.2%	5.8%	7.0%	81.0%
Grade 11	20.9%	6.2%	5.6%	9.0%	79.1%
Grade 12	26.1%	7.7%	7.2%	11.2%	73.9%
MARIJUANA ONLY	8.2%	1.7%	2.1%	4.4%	91.8%
Grade 7	4.4%	1.3%	0.8%	2.3%	95.6%
Grade 8	4.5%	0.9%	1.0%	2.6%	95.5%
Grade 9	7.2%	1.4%	1.9%	3.9%	92.8%
Grade 10	10.9%	2.5%	3.2%	5.2%	89.1%
Grade 11	11.0%	1.7%	2.9%	6.3%	89.0%
Grade 12	14.0%	2.5%	3.8%	7.8%	86.0%
COCAINE OR CRACK	3.5%	1.0%	1.0%	1.5%	96.5%
Grade 7	0.9%	**	**	**	99.1%
Grade 8	1.9%	**	0.7%	0.9%	98.1%
Grade 9	3.7%	1.3%	0.8%	1.6%	96.3%
Grade 10	4.1%	1.3%	1.2%	1.6%	95.9%
Grade 11	4.8%	1.3%	1.2%	2.2%	95.2%
Grade 12	6.4%	1.7%	1.9%	2.7%	93.6%

**Less than 0.5%

STUDENTS REPORTING A AND B GRADES (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	3.2%	0.9%	0.9%	1.3%	96.8%
Grade 7	0.8%	**	**	**	99.2%
Grade 8	1.7%	**	0.7%	0.7%	98.3%
Grade 9	3.3%	1.1%	0.8%	1.3%	96.7%
Grade 10	3.8%	1.3%	1.2%	1.4%	96.2%
Grade 11	4.4%	1.2%	1.2%	2.0%	95.6%
Grade 12	6.2%	1.7%	1.7%	2.8%	93.8%
CRACK	1.1%	**	**	**	98.9%
Grade 7	**	**	**	**	99.6%
Grade 8	0.7%	**	**	**	99.3%
Grade 9	1.5%	0.5%	**	0.7%	98.5%
Grade 10	1.4%	**	0.6%	0.5%	98.6%
Grade 11	1.1%	**	**	0.5%	98.9%
Grade 12	1.9%	**	0.8%	0.6%	98.1%
HALLUCINOGENS	3.8%	1.1%	1.3%	1.4%	96.2%
Grade 7	1.1%	**	**	**	98.9%
Grade 8	1.3%	**	0.6%	**	98.7%
Grade 9	4.0%	1.2%	1.1%	1.6%	96.0%
Grade 10	4.6%	1.4%	2.2%	1.0%	95.4%
Grade 11	5.6%	1.8%	1.7%	2.1%	94.4%
Grade 12	7.7%	1.8%	2.7%	3.1%	92.3%
UPPERS	5.4%	1.4%	1.8%	2.2%	94.6%
Grade 7	1.4%	**	0.5%	**	98.6%
Grade 8	4.2%	1.0%	1.5%	1.7%	95.8%
Grade 9	5.1%	1.7%	1.6%	1.8%	94.9%
Grade 10	6.6%	1.6%	2.4%	2.5%	93.4%
Grade 11	8.6%	2.2%	2.7%	3.7%	91.4%
Grade 12	8.8%	1.8%	2.9%	4.1%	91.2%
DOWNERS	3.6%	0.9%	1.3%	1.5%	96.4%
Grade 7	1.4%	**	0.5%	**	98.6%
Grade 8	2.8%	0.5%	1.1%	1.2%	97.2%
Grade 9	3.0%	0.7%	1.1%	1.2%	97.0%
Grade 10	4.6%	1.1%	1.7%	1.9%	95.4%
Grade 11	5.4%	1.7%	1.6%	2.2%	94.6%
Grade 12	5.2%	0.9%	1.9%	2.5%	94.8%
STEROIDS	1.3%	**	**	0.5%	98.7%
Grade 7	1.4%	0.6%	0.5%	**	98.6%
Grade 8	0.8%	**	**	**	99.2%
Grade 9	1.9%	**	0.5%	0.9%	98.1%
Grade 10	1.6%	**	0.7%	0.7%	98.4%
Grade 11	1.2%	**	**	0.7%	98.8%
Grade 12	1.2%	**	**	0.6%	98.8%
ECSTASY	2.3%	**	0.8%	1.0%	97.7%
Grade 7	1.3%	**	0.6%	**	98.7%
Grade 8	**	**	**	**	99.5%
Grade 9	1.9%	0.5%	0.5%	0.8%	98.1%
Grade 10	2.1%	**	0.6%	1.0%	97.9%
Grade 11	3.0%	0.6%	1.1%	1.3%	97.0%
Grade 12	5.6%	0.6%	1.9%	3.1%	94.4%

TABLE B9: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE STUDENTS REPORTING C, D, AND F GRADES (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	65.7%	30.5%	14.5%	20.7%	34.3%
Grade 7	57.9%	25.2%	15.1%	17.6%	42.1%
Grade 8	64.4%	27.5%	14.9%	22.0%	35.6%
Grade 9	70.7%	33.2%	15.1%	22.4%	29.3%
Grade 10	64.3%	31.1%	13.8%	19.3%	35.7%
Grade 11	66.2%	33.2%	12.2%	20.8%	33.8%
Grade 12	72.2%	34.2%	15.5%	22.5%	27.8%
ALCOHOL	84.4%	45.8%	22.4%	16.3%	15.6%
Grade 7	69.5%	33.9%	15.8%	19.7%	30.5%
Grade 8	83.1%	38.7%	22.8%	21.6%	16.9%
Grade 9	88.6%	47.9%	25.1%	15.7%	11.4%
Grade 10	87.8%	46.9%	26.1%	14.8%	12.2%
Grade 11	89.9%	53.3%	24.3%	12.3%	10.1%
Grade 12	91.6%	60.2%	20.7%	10.7%	8.4%
INHALANTS–ADJ.	30.9%	7.4%	9.6%	13.9%	69.1%
Grade 7	33.7%	13.0%	11.1%	9.6%	66.3%
Grade 8	39.1%	13.3%	12.5%	13.3%	60.9%
Grade 9	31.2%	4.6%	12.2%	14.4%	68.8%
Grade 10	29.6%	5.0%	8.7%	15.9%	70.4%
Grade 11	26.8%	3.0%	5.9%	17.9%	73.2%
Grade 12	21.0%	2.9%	4.5%	13.7%	79.0%
ANY ILLICIT DRUG	34.6%	14.3%	9.3%	11.0%	65.4%
Grade 7	21.1%	10.9%	4.7%	5.5%	78.9%
Grade 8	27.4%	10.1%	8.0%	9.3%	72.6%
Grade 9	38.4%	18.4%	10.0%	10.0%	61.6%
Grade 10	39.9%	14.9%	11.2%	13.9%	60.1%
Grade 11	42.9%	18.2%	12.0%	12.6%	57.1%
Grade 12	42.7%	13.6%	11.7%	17.5%	57.3%
MARIJUANA	31.7%	12.0%	8.9%	10.7%	68.3%
Grade 7	18.8%	8.7%	3.9%	6.2%	81.2%
Grade 8	23.4%	8.2%	7.1%	8.1%	76.6%
Grade 9	36.1%	16.8%	9.9%	9.4%	63.9%
Grade 10	36.5%	12.2%	10.9%	13.4%	63.5%
Grade 11	40.4%	15.4%	12.0%	13.0%	59.6%
Grade 12	39.5%	10.8%	11.5%	17.2%	60.5%
MARIJUANA ONLY	17.2%	4.7%	4.9%	7.6%	82.8%
Grade 7	10.6%	3.7%	3.0%	3.9%	89.4%
Grade 8	13.1%	3.0%	3.8%	6.4%	86.9%
Grade 9	18.3%	6.3%	5.0%	7.0%	81.7%
Grade 10	20.0%	5.4%	5.8%	8.8%	80.0%
Grade 11	22.0%	6.4%	6.7%	8.8%	78.0%
Grade 12	21.9%	3.3%	5.9%	12.7%	78.1%
COCAINE OR CRACK	9.1%	2.7%	3.1%	3.3%	90.9%
Grade 7	5.8%	3.1%	1.3%	1.4%	94.2%
Grade 8	7.7%	1.7%	3.8%	2.2%	92.3%
Grade 9	11.1%	3.5%	3.7%	3.8%	88.9%
Grade 10	11.0%	2.8%	3.0%	5.2%	89.0%
Grade 11	8.3%	2.4%	3.4%	2.5%	91.7%
Grade 12	11.4%	2.3%	3.5%	5.5%	88.6%

**Less than 0.5%

STUDENTS REPORTING C, D, AND F GRADES (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	8.1%	2.4%	2.9%	2.9%	91.9%
Grade 7	4.7%	2.4%	1.2%	1.1%	95.3%
Grade 8	6.7%	1.2%	3.2%	2.3%	93.3%
Grade 9	9.6%	3.3%	3.4%	3.0%	90.4%
Grade 10	10.1%	2.6%	3.1%	4.4%	89.9%
Grade 11	8.1%	2.4%	3.1%	2.5%	91.9%
Grade 12	10.6%	2.0%	3.5%	5.1%	89.4%
CRACK	3.8%	0.8%	1.2%	1.9%	96.2%
Grade 7	3.2%	1.3%	1.0%	0.9%	96.8%
Grade 8	4.8%	0.7%	2.2%	1.9%	95.2%
Grade 9	4.5%	0.6%	1.4%	2.6%	95.5%
Grade 10	3.5%	0.9%	0.7%	2.0%	96.5%
Grade 11	2.6%	**	0.8%	1.4%	97.4%
Grade 12	3.8%	0.6%	**	2.6%	96.2%
HALLUCINOGENS	7.6%	2.3%	2.7%	2.6%	92.4%
Grade 7	3.5%	1.5%	0.9%	1.1%	96.5%
Grade 8	4.7%	1.4%	2.6%	0.8%	95.3%
Grade 9	10.1%	2.3%	3.0%	4.8%	89.9%
Grade 10	8.3%	2.6%	2.6%	3.1%	91.7%
Grade 11	10.9%	3.7%	4.8%	2.4%	89.1%
Grade 12	9.6%	2.8%	3.1%	3.7%	90.4%
UPPERS	8.9%	2.8%	2.9%	3.2%	91.1%
Grade 7	4.6%	2.6%	1.0%	1.0%	95.4%
Grade 8	6.8%	2.8%	2.6%	1.4%	93.2%
Grade 9	9.5%	2.1%	3.0%	4.4%	90.5%
Grade 10	10.4%	2.3%	4.1%	4.0%	89.6%
Grade 11	11.8%	3.2%	4.4%	4.1%	88.2%
Grade 12	11.9%	4.3%	2.6%	5.0%	88.1%
DOWNERS	6.6%	2.0%	2.1%	2.4%	93.4%
Grade 7	4.9%	2.4%	0.8%	1.7%	95.1%
Grade 8	6.9%	2.7%	2.7%	1.4%	93.1%
Grade 9	5.8%	1.2%	2.1%	2.5%	94.2%
Grade 10	7.8%	1.8%	3.0%	3.0%	92.2%
Grade 11	8.1%	2.5%	2.7%	2.9%	91.9%
Grade 12	6.6%	1.4%	1.7%	3.5%	93.4%
STEROIDS	2.5%	0.7%	0.8%	1.0%	97.5%
Grade 7	3.1%	1.3%	**	1.4%	96.9%
Grade 8	2.6%	0.6%	1.2%	0.8%	97.4%
Grade 9	2.1%	0.6%	0.8%	0.7%	97.9%
Grade 10	2.6%	**	1.3%	1.1%	97.4%
Grade 11	2.1%	0.7%	0.8%	0.6%	97.9%
Grade 12	2.8%	0.7%	**	1.7%	97.2%
ECSTASY	3.7%	1.0%	1.3%	1.4%	96.3%
Grade 7	2.1%	1.1%	0.7%	**	97.9%
Grade 8	1.7%	**	0.8%	**	98.3%
Grade 9	3.5%	0.9%	1.6%	1.1%	96.5%
Grade 10	4.1%	1.1%	1.0%	1.9%	95.9%
Grade 11	6.2%	1.6%	2.0%	2.6%	93.8%
Grade 12	6.6%	1.0%	1.6%	4.0%	93.4%

TABLE B10: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS LIVING WITH TWO PARENTS (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	51.5%	19.5%	12.5%	19.5%	48.5%
Grade 7	38.2%	12.9%	10.0%	15.3%	61.8%
Grade 8	46.4%	14.8%	13.5%	18.1%	53.6%
Grade 9	53.5%	21.6%	12.7%	19.2%	46.5%
Grade 10	56.9%	21.7%	14.1%	21.1%	43.1%
Grade 11	58.1%	23.8%	11.6%	22.7%	41.9%
Grade 12	61.2%	25.7%	13.1%	22.4%	38.8%
ALCOHOL	71.3%	34.9%	20.0%	16.5%	28.7%
Grade 7	51.9%	20.6%	13.9%	17.5%	48.1%
Grade 8	66.1%	27.4%	19.5%	19.2%	33.9%
Grade 9	73.6%	35.5%	21.9%	16.1%	26.4%
Grade 10	79.4%	40.8%	22.1%	16.5%	20.6%
Grade 11	81.2%	43.1%	24.2%	13.9%	18.8%
Grade 12	83.1%	49.0%	19.5%	14.6%	16.9%
INHALANTS-ADJ.	22.5%	5.6%	6.7%	10.2%	77.5%
Grade 7	24.7%	10.0%	7.1%	7.7%	75.3%
Grade 8	24.9%	8.5%	6.3%	10.1%	75.1%
Grade 9	22.2%	4.1%	9.1%	9.0%	77.8%
Grade 10	23.1%	4.3%	7.3%	11.5%	76.9%
Grade 11	19.8%	2.7%	4.0%	13.1%	80.2%
Grade 12	18.2%	2.1%	4.9%	11.2%	81.8%
ANY ILLICIT DRUG	18.5%	7.0%	5.2%	6.3%	81.5%
Grade 7	8.3%	4.0%	2.3%	2.1%	91.7%
Grade 8	11.8%	3.9%	3.1%	4.8%	88.2%
Grade 9	17.9%	7.3%	5.2%	5.4%	82.1%
Grade 10	25.3%	9.9%	7.8%	7.5%	74.7%
Grade 11	25.3%	9.1%	7.4%	8.8%	74.7%
Grade 12	27.6%	9.1%	7.2%	11.3%	72.4%
MARIJUANA	15.6%	5.5%	4.4%	5.7%	84.4%
Grade 7	7.0%	3.3%	1.5%	2.2%	93.0%
Grade 8	8.7%	2.9%	2.2%	3.7%	91.3%
Grade 9	15.3%	5.7%	4.5%	5.1%	84.7%
Grade 10	21.3%	8.2%	6.6%	6.6%	78.7%
Grade 11	21.6%	6.7%	6.2%	8.7%	78.4%
Grade 12	24.7%	7.4%	6.8%	10.5%	75.3%
MARIJUANA ONLY	8.1%	1.8%	2.4%	3.9%	91.9%
Grade 7	4.2%	1.7%	1.0%	1.6%	95.8%
Grade 8	5.0%	1.2%	1.1%	2.8%	95.0%
Grade 9	7.0%	1.6%	2.5%	3.0%	93.0%
Grade 10	10.7%	2.5%	3.8%	4.5%	89.3%
Grade 11	11.6%	2.3%	3.4%	5.9%	88.4%
Grade 12	12.7%	2.0%	3.4%	7.4%	87.3%
COCAINE OR CRACK	4.3%	1.4%	1.2%	1.7%	95.7%
Grade 7	1.9%	0.9%	**	0.5%	98.1%
Grade 8	2.8%	0.8%	0.9%	1.1%	97.2%
Grade 9	5.3%	1.8%	1.3%	2.3%	94.7%
Grade 10	5.9%	2.1%	1.9%	1.9%	94.1%
Grade 11	4.7%	1.3%	1.5%	2.0%	95.3%
Grade 12	6.2%	1.6%	1.8%	2.8%	93.8%

**Less than 0.5%

STUDENTS LIVING WITH TWO PARENTS (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	4.0%	1.2%	1.2%	1.6%	96.0%
Grade 7	1.6%	0.7%	**	**	98.4%
Grade 8	2.6%	0.6%	0.9%	1.0%	97.4%
Grade 9	4.7%	1.6%	1.0%	2.1%	95.3%
Grade 10	5.6%	2.0%	2.0%	1.7%	94.4%
Grade 11	4.4%	1.2%	1.3%	1.9%	95.6%
Grade 12	6.0%	1.5%	1.7%	2.7%	94.0%
CRACK	1.6%	**	**	0.7%	98.4%
Grade 7	0.8%	**	**	**	99.2%
Grade 8	1.8%	**	**	0.9%	98.2%
Grade 9	2.1%	**	0.6%	1.2%	97.9%
Grade 10	2.0%	0.6%	0.7%	0.7%	98.0%
Grade 11	1.4%	**	**	0.7%	98.6%
Grade 12	1.3%	**	**	0.5%	98.7%
HALLUCINOGENS	4.1%	1.3%	1.6%	1.3%	95.9%
Grade 7	1.3%	0.6%	**	**	98.7%
Grade 8	1.7%	0.6%	0.8%	**	98.3%
Grade 9	4.7%	1.4%	1.4%	1.9%	95.3%
Grade 10	6.0%	1.9%	2.9%	1.2%	94.0%
Grade 11	5.5%	1.9%	2.0%	1.7%	94.5%
Grade 12	7.0%	1.6%	2.7%	2.7%	93.0%
UPPERS	5.9%	1.6%	2.0%	2.3%	94.1%
Grade 7	1.8%	0.7%	0.6%	**	98.2%
Grade 8	3.8%	1.1%	1.5%	1.2%	96.2%
Grade 9	5.3%	1.2%	1.8%	2.4%	94.7%
Grade 10	8.5%	2.4%	3.0%	3.2%	91.5%
Grade 11	9.1%	2.6%	2.9%	3.5%	90.9%
Grade 12	9.0%	2.0%	2.7%	4.2%	91.0%
DOWNERS	4.0%	1.0%	1.5%	1.5%	96.0%
Grade 7	1.7%	0.6%	0.6%	0.5%	98.3%
Grade 8	2.8%	0.8%	1.3%	0.7%	97.2%
Grade 9	4.0%	0.9%	1.4%	1.6%	96.0%
Grade 10	5.8%	1.4%	2.4%	2.0%	94.2%
Grade 11	5.5%	1.9%	1.8%	1.8%	94.5%
Grade 12	5.2%	0.7%	1.8%	2.6%	94.8%
STEROIDS	1.5%	**	0.6%	0.6%	98.5%
Grade 7	1.7%	0.6%	**	0.7%	98.3%
Grade 8	1.2%	**	**	**	98.8%
Grade 9	1.8%	**	0.6%	0.8%	98.2%
Grade 10	2.0%	**	1.1%	0.6%	98.0%
Grade 11	1.0%	**	**	**	99.0%
Grade 12	1.5%	0.5%	**	0.6%	98.5%
ECSTASY	2.3%	0.6%	0.8%	1.0%	97.7%
Grade 7	1.2%	0.7%	**	**	98.8%
Grade 8	0.9%	**	**	**	99.1%
Grade 9	1.9%	0.6%	0.8%	0.5%	98.1%
Grade 10	3.0%	0.7%	0.8%	1.4%	97.0%
Grade 11	2.9%	0.7%	1.0%	1.1%	97.1%
Grade 12	5.2%	0.6%	1.7%	2.9%	94.8%

TABLE B11: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS NOT LIVING WITH TWO PARENTS (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	59.0%	23.2%	14.0%	21.9%	41.0%
Grade 7	50.7%	18.1%	15.3%	17.3%	49.3%
Grade 8	56.3%	21.2%	13.7%	21.4%	43.7%
Grade 9	63.6%	25.4%	15.6%	22.6%	36.4%
Grade 10	60.8%	22.4%	14.0%	24.4%	39.2%
Grade 11	59.7%	24.6%	11.8%	23.2%	40.3%
Grade 12	64.3%	29.1%	11.8%	23.4%	35.7%
ALCOHOL	82.7%	40.7%	24.5%	17.6%	17.3%
Grade 7	69.4%	28.7%	20.1%	20.5%	30.6%
Grade 8	79.0%	35.5%	22.6%	20.8%	21.0%
Grade 9	84.6%	43.0%	24.7%	16.9%	15.4%
Grade 10	87.7%	42.8%	28.8%	16.1%	12.3%
Grade 11	88.6%	46.8%	25.9%	15.9%	11.4%
Grade 12	91.1%	51.7%	25.9%	13.5%	8.9%
INHALANTS–ADJ.	24.3%	4.8%	7.1%	12.4%	75.7%
Grade 7	28.0%	8.7%	8.2%	11.1%	72.0%
Grade 8	28.1%	7.3%	11.0%	9.7%	71.9%
Grade 9	25.0%	3.4%	7.0%	14.6%	75.0%
Grade 10	21.0%	3.1%	5.5%	12.4%	79.0%
Grade 11	22.3%	3.0%	5.3%	13.9%	77.7%
Grade 12	18.8%	2.0%	4.0%	12.8%	81.2%
ANY ILLICIT DRUG	28.8%	10.9%	7.6%	10.4%	71.2%
Grade 7	16.7%	6.9%	3.9%	6.0%	83.3%
Grade 8	20.4%	7.1%	5.9%	7.3%	79.6%
Grade 9	32.6%	13.7%	8.0%	10.9%	67.4%
Grade 10	32.9%	11.1%	9.2%	12.6%	67.1%
Grade 11	35.6%	14.7%	9.6%	11.3%	64.4%
Grade 12	38.7%	12.4%	10.2%	16.0%	61.3%
MARIJUANA	26.4%	9.0%	7.1%	10.3%	73.6%
Grade 7	14.8%	5.1%	3.6%	6.2%	85.2%
Grade 8	17.3%	5.9%	5.1%	6.3%	82.7%
Grade 9	29.8%	12.0%	7.3%	10.5%	70.2%
Grade 10	29.9%	8.6%	8.6%	12.7%	70.1%
Grade 11	33.5%	12.2%	9.1%	12.2%	66.5%
Grade 12	36.9%	10.3%	10.2%	16.5%	63.1%
MARIJUANA ONLY	15.2%	3.8%	3.8%	7.6%	84.8%
Grade 7	9.2%	2.4%	2.2%	4.6%	90.8%
Grade 8	9.7%	1.9%	2.9%	4.9%	90.3%
Grade 9	17.0%	5.2%	3.8%	8.0%	83.0%
Grade 10	18.6%	4.7%	4.7%	9.1%	81.4%
Grade 11	17.9%	4.8%	4.6%	8.6%	82.1%
Grade 12	21.0%	3.6%	5.7%	11.7%	79.0%
COCAINE OR CRACK	6.1%	1.7%	2.1%	2.4%	93.9%
Grade 7	3.0%	1.3%	0.9%	0.8%	97.0%
Grade 8	4.4%	0.8%	2.4%	1.2%	95.6%
Grade 9	7.2%	2.4%	2.5%	2.4%	92.8%
Grade 10	6.5%	1.2%	1.4%	3.8%	93.5%
Grade 11	7.1%	2.1%	2.3%	2.8%	92.9%
Grade 12	9.6%	2.1%	3.2%	4.3%	90.4%

**Less than 0.5%

STUDENTS NOT LIVING WITH TWO PARENTS (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	5.5%	1.5%	1.9%	2.0%	94.5%
Grade 7	2.4%	1.0%	0.8%	0.6%	97.6%
Grade 8	3.9%	0.7%	1.9%	1.2%	96.1%
Grade 9	6.1%	2.1%	2.5%	1.5%	93.9%
Grade 10	5.7%	1.1%	1.4%	3.2%	94.3%
Grade 11	6.7%	2.1%	2.2%	2.5%	93.3%
Grade 12	9.2%	2.0%	2.8%	4.4%	90.8%
CRACK	2.3%	0.5%	0.8%	1.0%	97.7%
Grade 7	1.7%	0.6%	0.7%	**	98.3%
Grade 8	1.8%	**	1.2%	**	98.2%
Grade 9	2.9%	0.9%	0.6%	1.5%	97.1%
Grade 10	2.0%	**	0.5%	1.3%	98.0%
Grade 11	1.6%	**	**	0.8%	98.4%
Grade 12	4.0%	0.7%	1.4%	1.9%	96.0%
HALLUCINOGENS	6.2%	1.8%	1.9%	2.5%	93.8%
Grade 7	2.6%	1.0%	0.6%	1.0%	97.4%
Grade 8	3.0%	0.9%	1.5%	0.6%	97.0%
Grade 9	7.7%	1.8%	2.1%	3.9%	92.3%
Grade 10	5.9%	2.0%	1.5%	2.3%	94.1%
Grade 11	9.2%	2.9%	3.2%	3.2%	90.8%
Grade 12	10.2%	2.7%	3.2%	4.3%	89.8%
UPPERS	7.4%	2.2%	2.4%	2.8%	92.6%
Grade 7	3.0%	1.6%	0.7%	0.6%	97.0%
Grade 8	6.9%	2.4%	2.3%	2.2%	93.1%
Grade 9	8.3%	2.9%	2.3%	3.1%	91.7%
Grade 10	7.0%	1.6%	2.9%	2.6%	93.0%
Grade 11	10.0%	2.1%	3.3%	4.6%	90.0%
Grade 12	10.6%	2.8%	3.1%	4.8%	89.4%
DOWNERS	5.3%	1.4%	1.7%	2.2%	94.7%
Grade 7	3.4%	1.5%	0.6%	1.2%	96.6%
Grade 8	6.1%	1.4%	2.4%	2.3%	93.9%
Grade 9	4.0%	0.9%	1.5%	1.5%	96.0%
Grade 10	6.1%	1.7%	2.0%	2.4%	93.9%
Grade 11	7.1%	1.8%	1.9%	3.4%	92.9%
Grade 12	6.1%	1.4%	1.9%	2.8%	93.9%
STEROIDS	1.9%	0.5%	0.6%	0.8%	98.1%
Grade 7	1.9%	1.0%	0.6%	**	98.1%
Grade 8	1.4%	0.5%	**	**	98.6%
Grade 9	2.1%	0.6%	0.7%	0.9%	97.9%
Grade 10	1.8%	**	**	1.1%	98.2%
Grade 11	2.0%	**	0.9%	0.8%	98.0%
Grade 12	1.8%	**	**	1.2%	98.2%
ECSTASY	3.1%	0.6%	1.1%	1.4%	96.9%
Grade 7	2.0%	**	1.3%	0.5%	98.0%
Grade 8	0.7%	**	**	**	99.3%
Grade 9	3.2%	0.7%	1.0%	1.5%	96.8%
Grade 10	2.3%	0.6%	0.6%	1.0%	97.7%
Grade 11	5.3%	1.2%	1.8%	2.3%	94.7%
Grade 12	6.9%	0.7%	2.2%	4.0%	93.1%

TABLE B12: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS WHO WOULD SEEK HELP FROM ADULTS FOR SUBSTANCE ABUSE PROBLEMS (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	51.8%	18.8%	12.3%	20.8%	48.2%
Grade 7	38.1%	11.9%	10.9%	15.3%	61.9%
Grade 8	47.7%	15.0%	12.7%	20.0%	52.3%
Grade 9	56.2%	21.5%	13.3%	21.4%	43.8%
Grade 10	56.1%	19.6%	13.7%	22.8%	43.9%
Grade 11	57.0%	22.8%	10.5%	23.6%	43.0%
Grade 12	60.1%	24.4%	12.6%	23.2%	39.9%
ALCOHOL	73.9%	34.9%	21.8%	17.2%	26.1%
Grade 7	54.6%	20.8%	15.8%	18.1%	45.4%
Grade 8	68.1%	27.6%	20.5%	20.0%	31.9%
Grade 9	77.0%	37.2%	23.5%	16.3%	23.0%
Grade 10	81.7%	39.1%	24.9%	17.7%	18.3%
Grade 11	83.1%	42.5%	24.9%	15.7%	16.9%
Grade 12	86.0%	49.0%	22.6%	14.4%	14.0%
INHALANTS–ADJ.	23.1%	5.1%	6.6%	11.5%	76.9%
Grade 7	26.0%	9.7%	7.4%	9.0%	74.0%
Grade 8	25.7%	7.8%	7.8%	10.1%	74.3%
Grade 9	23.5%	3.5%	7.7%	12.4%	76.5%
Grade 10	22.4%	3.9%	6.6%	11.9%	77.6%
Grade 11	20.5%	2.1%	4.6%	13.9%	79.5%
Grade 12	18.0%	1.7%	4.0%	12.3%	82.0%
ANY ILLICIT DRUG	20.1%	7.2%	5.6%	7.3%	79.9%
Grade 7	8.7%	3.6%	2.4%	2.7%	91.3%
Grade 8	12.9%	4.0%	3.3%	5.6%	87.1%
Grade 9	21.8%	8.7%	6.0%	7.0%	78.2%
Grade 10	25.9%	9.0%	7.8%	9.1%	74.1%
Grade 11	27.2%	9.9%	7.9%	9.4%	72.8%
Grade 12	29.2%	9.2%	7.4%	12.6%	70.8%
MARIJUANA	17.7%	5.8%	4.9%	7.0%	82.3%
Grade 7	7.4%	2.6%	1.9%	3.0%	92.6%
Grade 8	9.9%	2.9%	2.6%	4.4%	90.1%
Grade 9	19.2%	7.3%	5.2%	6.7%	80.8%
Grade 10	23.1%	7.2%	7.2%	8.8%	76.9%
Grade 11	24.9%	8.2%	7.0%	9.7%	75.1%
Grade 12	26.8%	7.5%	7.1%	12.2%	73.2%
MARIJUANA ONLY	10.1%	2.3%	2.7%	5.1%	89.9%
Grade 7	4.5%	1.3%	1.1%	2.1%	95.5%
Grade 8	6.1%	1.0%	1.5%	3.7%	93.9%
Grade 9	10.7%	3.0%	3.0%	4.7%	89.3%
Grade 10	13.5%	3.1%	4.0%	6.4%	86.5%
Grade 11	13.7%	3.1%	3.9%	6.7%	86.3%
Grade 12	14.8%	2.2%	3.7%	8.9%	85.2%
COCAINE OR CRACK	4.1%	1.1%	1.2%	1.8%	95.9%
Grade 7	1.5%	0.8%	**	**	98.5%
Grade 8	2.5%	**	1.1%	1.0%	97.5%
Grade 9	4.6%	1.6%	1.1%	1.8%	95.4%
Grade 10	5.5%	1.4%	1.3%	2.8%	94.5%
Grade 11	4.9%	1.1%	1.5%	2.3%	95.1%
Grade 12	6.6%	1.5%	2.1%	3.0%	93.4%

**Less than 0.5%

STUDENTS WHO WOULD SEEK HELP (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	3.7%	1.0%	1.1%	1.6%	96.3%
Grade 7	1.4%	0.7%	**	**	98.6%
Grade 8	2.2%	**	0.9%	1.0%	97.8%
Grade 9	3.8%	1.4%	1.0%	1.3%	96.2%
Grade 10	5.2%	1.3%	1.4%	2.5%	94.8%
Grade 11	4.5%	1.0%	1.4%	2.1%	95.5%
Grade 12	6.3%	1.5%	1.9%	2.9%	93.7%
CRACK	1.5%	**	**	0.7%	98.5%
Grade 7	0.7%	**	**	**	99.3%
Grade 8	1.4%	**	0.5%	0.6%	98.6%
Grade 9	2.0%	**	**	1.1%	98.0%
Grade 10	1.7%	**	0.5%	0.8%	98.3%
Grade 11	1.3%	**	**	0.7%	98.7%
Grade 12	2.0%	**	0.6%	1.0%	98.0%
HALLUCINOGENS	4.1%	1.2%	1.4%	1.5%	95.9%
Grade 7	1.3%	**	**	**	98.7%
Grade 8	1.3%	**	0.6%	**	98.7%
Grade 9	4.8%	1.3%	1.6%	2.0%	95.2%
Grade 10	5.0%	1.7%	1.7%	1.7%	95.0%
Grade 11	6.1%	2.0%	2.0%	2.1%	93.9%
Grade 12	7.3%	1.7%	2.4%	3.1%	92.7%
UPPERS	5.6%	1.4%	2.0%	2.2%	94.4%
Grade 7	1.8%	0.8%	0.6%	**	98.2%
Grade 8	4.4%	1.5%	1.8%	1.2%	95.6%
Grade 9	5.4%	1.3%	1.7%	2.4%	94.6%
Grade 10	6.7%	1.7%	2.8%	2.3%	93.3%
Grade 11	8.4%	1.7%	3.0%	3.7%	91.6%
Grade 12	8.4%	1.8%	2.4%	4.2%	91.6%
DOWNERS	3.7%	0.9%	1.4%	1.5%	96.3%
Grade 7	1.7%	0.7%	0.6%	**	98.3%
Grade 8	3.5%	0.8%	1.5%	1.1%	96.5%
Grade 9	2.8%	0.6%	1.1%	1.1%	97.2%
Grade 10	4.9%	1.1%	2.0%	1.9%	95.1%
Grade 11	5.4%	1.3%	1.6%	2.4%	94.6%
Grade 12	4.5%	0.8%	1.4%	2.3%	95.5%
STEROIDS	1.3%	**	**	0.6%	98.7%
Grade 7	1.3%	**	**	**	98.7%
Grade 8	1.0%	**	**	**	99.0%
Grade 9	1.8%	**	0.6%	0.8%	98.2%
Grade 10	1.2%	**	**	0.6%	98.8%
Grade 11	1.1%	**	0.5%	0.5%	98.9%
Grade 12	1.3%	**	**	0.8%	98.7%
ECSTASY	2.3%	**	0.7%	1.1%	97.7%
Grade 7	1.2%	**	0.6%	**	98.8%
Grade 8	0.5%	**	**	**	99.5%
Grade 9	2.0%	**	0.6%	1.0%	98.0%
Grade 10	2.4%	**	0.7%	1.2%	97.6%
Grade 11	3.4%	0.7%	1.1%	1.6%	96.6%
Grade 12	5.0%	**	1.4%	3.2%	95.0%

TABLE B13: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE STUDENTS WHO WOULD NOT SEEK HELP FROM ADULTS FOR SUBSTANCE ABUSE PROBLEMS (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	69.7%	32.3%	17.7%	19.7%	30.3%
Grade 7	64.0%	23.9%	21.9%	18.1%	36.0%
Grade 8	67.1%	29.0%	19.4%	18.7%	32.9%
Grade 9	70.7%	34.2%	15.6%	21.0%	29.3%
Grade 10	70.5%	32.3%	15.8%	22.4%	29.5%
Grade 11	73.3%	35.7%	19.9%	17.7%	26.7%
Grade 12	75.3%	42.8%	12.1%	20.4%	24.7%
ALCOHOL	87.5%	51.1%	24.7%	11.6%	12.5%
Grade 7	76.5%	35.6%	27.6%	13.3%	23.5%
Grade 8	87.9%	53.5%	20.5%	14.0%	12.1%
Grade 9	89.6%	44.1%	31.2%	14.3%	10.4%
Grade 10	92.3%	63.4%	21.8%	7.2%	7.7%
Grade 11	90.3%	58.1%	25.7%	6.5%	9.7%
Grade 12	90.5%	58.9%	18.6%	13.0%	9.5%
INHALANTS–ADJ.	26.0%	6.6%	8.9%	10.5%	74.0%
Grade 7	23.5%	8.0%	8.5%	7.0%	76.5%
Grade 8	34.8%	11.2%	12.5%	11.1%	65.2%
Grade 9	19.8%	4.2%	8.5%	7.2%	80.2%
Grade 10	19.6%	2.8%	7.9%	8.9%	80.4%
Grade 11	27.4%	7.4%	6.2%	13.9%	72.6%
Grade 12	34.1%	6.2%	9.1%	18.8%	65.9%
ANY ILLICIT DRUG	33.7%	14.4%	10.0%	9.2%	66.3%
Grade 7	22.0%	11.0%	6.7%	4.2%	78.0%
Grade 8	22.9%	9.9%	7.7%	5.4%	77.1%
Grade 9	40.2%	17.9%	10.5%	11.8%	59.8%
Grade 10	37.2%	15.8%	13.4%	7.9%	62.8%
Grade 11	42.5%	15.6%	13.6%	13.2%	57.5%
Grade 12	41.5%	17.1%	9.2%	15.2%	58.5%
MARIJUANA	27.4%	11.2%	7.9%	8.3%	72.6%
Grade 7	17.2%	10.1%	2.9%	4.1%	82.8%
Grade 8	17.3%	8.2%	5.5%	3.7%	82.7%
Grade 9	35.3%	14.4%	10.0%	10.9%	64.7%
Grade 10	28.8%	12.5%	9.3%	7.0%	71.2%
Grade 11	31.7%	8.8%	11.5%	11.5%	68.3%
Grade 12	37.9%	13.1%	9.9%	15.0%	62.1%
MARIJUANA ONLY	12.7%	3.8%	3.6%	5.2%	87.3%
Grade 7	11.8%	7.4%	2.2%	2.2%	88.2%
Grade 8	7.1%	2.4%	2.2%	2.5%	92.9%
Grade 9	12.7%	3.2%	3.4%	6.1%	87.3%
Grade 10	11.0%	1.8%	5.3%	3.9%	89.0%
Grade 11	15.3%	2.0%	5.0%	8.3%	84.7%
Grade 12	21.0%	6.0%	4.5%	10.5%	79.0%
COCAINE OR CRACK	8.5%	2.7%	3.8%	2.0%	91.5%
Grade 7	3.5%	0.7%	2.5%	**	96.5%
Grade 8	7.0%	2.4%	3.9%	0.8%	93.0%
Grade 9	16.2%	4.8%	7.1%	4.3%	83.8%
Grade 10	8.5%	3.7%	4.0%	0.9%	91.5%
Grade 11	6.9%	2.2%	1.7%	3.0%	93.1%
Grade 12	7.9%	2.2%	2.8%	2.8%	92.1%

**Less than 0.5%

STUDENTS WHO WOULD NOT SEEK HELP FROM ADULTS (1992) (cont'd)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	8.2%	2.6%	3.7%	1.9%	91.8%
Grade 7	3.3%	0.6%	2.3%	**	96.7%
Grade 8	6.8%	2.2%	4.0%	0.7%	93.2%
Grade 9	15.2%	4.6%	6.8%	3.8%	84.8%
Grade 10	8.3%	3.7%	3.9%	0.7%	91.7%
Grade 11	6.7%	2.1%	1.6%	3.0%	93.3%
Grade 12	7.8%	2.2%	2.8%	2.8%	92.2%
CRACK	3.3%	0.5%	1.3%	1.4%	96.7%
Grade 7	1.3%	0.6%	0.7%	**	98.7%
Grade 8	4.7%	0.5%	2.5%	1.7%	95.3%
Grade 9	6.2%	**	1.9%	4.0%	93.8%
Grade 10	2.3%	1.3%	0.7%	**	97.7%
Grade 11	0.8%	**	**	**	99.2%
Grade 12	2.7%	**	1.7%	0.8%	97.3%
HALLUCINOGENS	10.4%	3.0%	4.0%	3.4%	89.6%
Grade 7	3.9%	1.6%	**	1.8%	96.1%
Grade 8	6.5%	1.0%	4.3%	1.1%	93.5%
Grade 9	15.3%	5.3%	2.7%	7.4%	84.7%
Grade 10	13.7%	4.6%	7.8%	1.3%	86.3%
Grade 11	12.7%	2.2%	6.7%	3.8%	87.3%
Grade 12	11.2%	3.0%	3.6%	4.7%	88.8%
UPPERS	11.6%	4.0%	3.1%	4.5%	88.4%
Grade 7	3.2%	1.5%	0.9%	0.8%	96.8%
Grade 8	7.6%	1.8%	2.0%	3.8%	92.4%
Grade 9	16.5%	5.1%	4.4%	7.0%	83.5%
Grade 10	14.7%	4.8%	5.4%	4.4%	85.3%
Grade 11	16.6%	7.0%	2.2%	7.4%	83.4%
Grade 12	12.2%	4.5%	3.8%	3.9%	87.8%
DOWNERS	9.0%	3.0%	2.3%	3.7%	91.0%
Grade 7	4.0%	1.6%	**	1.9%	96.0%
Grade 8	7.3%	2.6%	2.0%	2.8%	92.7%
Grade 9	12.6%	2.9%	4.0%	5.8%	87.4%
Grade 10	10.5%	4.4%	2.4%	3.7%	89.5%
Grade 11	11.2%	4.9%	2.8%	3.5%	88.8%
Grade 12	8.8%	1.8%	2.7%	4.3%	91.2%
STEROIDS	2.6%	0.8%	1.0%	0.8%	97.4%
Grade 7	4.4%	2.0%	1.8%	0.6%	95.6%
Grade 8	2.1%	**	0.6%	1.1%	97.9%
Grade 9	2.9%	0.9%	1.0%	1.0%	97.1%
Grade 10	2.9%	**	1.7%	0.8%	97.1%
Grade 11	0.8%	0.5%	**	**	99.2%
Grade 12	2.5%	0.7%	0.7%	1.1%	97.5%
ECSTASY	4.3%	1.3%	1.7%	1.3%	95.7%
Grade 7	3.2%	**	2.7%	**	96.8%
Grade 8	1.9%	**	0.8%	0.7%	98.1%
Grade 9	5.8%	2.7%	1.4%	1.7%	94.2%
Grade 10	3.4%	1.3%	1.5%	0.5%	96.6%
Grade 11	3.7%	1.0%	1.2%	1.6%	96.3%
Grade 12	8.2%	1.4%	3.5%	3.3%	91.8%

TABLE B14: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS LIVING IN DISTRICT 3 YEARS OR LESS (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	55.2%	22.7%	12.7%	19.9%	44.8%
Grade 7	44.8%	15.9%	14.3%	14.6%	55.2%
Grade 8	49.5%	19.8%	12.2%	17.5%	50.5%
Grade 9	57.8%	23.7%	13.0%	21.2%	42.2%
Grade 10	58.4%	23.1%	14.9%	20.4%	41.6%
Grade 11	60.1%	27.1%	9.7%	23.4%	39.9%
Grade 12	65.5%	29.9%	11.1%	24.5%	34.5%
ALCOHOL	76.2%	35.8%	22.0%	18.4%	23.8%
Grade 7	60.3%	23.9%	16.5%	19.9%	39.7%
Grade 8	70.4%	27.1%	21.2%	22.1%	29.6%
Grade 9	78.1%	34.5%	25.6%	18.0%	21.9%
Grade 10	81.6%	42.6%	22.4%	16.7%	18.4%
Grade 11	86.4%	44.4%	26.0%	16.0%	13.6%
Grade 12	86.6%	49.7%	20.3%	16.6%	13.4%
INHALANTS–ADJ.	26.1%	6.0%	7.7%	12.3%	73.9%
Grade 7	28.2%	9.6%	7.6%	10.9%	71.8%
Grade 8	28.9%	8.6%	9.8%	10.5%	71.1%
Grade 9	24.4%	3.4%	9.1%	11.9%	75.6%
Grade 10	26.8%	5.7%	7.2%	14.0%	73.2%
Grade 11	25.1%	3.2%	6.4%	15.5%	74.9%
Grade 12	21.9%	4.9%	4.7%	12.2%	78.1%
ANY ILLICIT DRUG	25.9%	9.3%	6.8%	9.7%	74.1%
Grade 7	13.6%	5.7%	3.3%	4.5%	86.4%
Grade 8	18.4%	6.3%	4.5%	7.5%	81.6%
Grade 9	27.0%	10.5%	7.2%	9.2%	73.0%
Grade 10	33.3%	12.0%	8.2%	13.1%	66.7%
Grade 11	31.9%	12.3%	9.5%	10.0%	68.1%
Grade 12	36.9%	9.9%	10.2%	16.8%	63.1%
MARIJUANA	23.0%	7.9%	6.1%	9.0%	77.0%
Grade 7	12.0%	4.7%	2.8%	4.5%	88.0%
Grade 8	14.7%	5.1%	3.7%	5.9%	85.3%
Grade 9	23.7%	8.7%	6.9%	8.1%	76.3%
Grade 10	29.1%	10.2%	6.8%	12.1%	70.9%
Grade 11	29.3%	10.8%	8.3%	10.3%	70.7%
Grade 12	35.1%	8.9%	9.9%	16.2%	64.9%
MARIJUANA ONLY	12.1%	3.0%	2.7%	6.4%	87.9%
Grade 7	8.0%	2.5%	2.0%	3.6%	92.0%
Grade 8	7.5%	1.6%	1.3%	4.6%	92.5%
Grade 9	12.0%	3.0%	3.4%	5.6%	88.0%
Grade 10	14.7%	4.7%	2.0%	8.1%	85.3%
Grade 11	14.6%	3.8%	3.8%	6.9%	85.4%
Grade 12	18.4%	2.9%	3.9%	11.6%	81.6%
COCAINE OR CRACK	6.1%	1.6%	1.9%	2.6%	93.9%
Grade 7	2.7%	1.0%	1.0%	0.7%	97.3%
Grade 8	4.5%	0.6%	1.8%	2.0%	95.5%
Grade 9	6.7%	2.0%	2.4%	2.3%	93.3%
Grade 10	8.7%	2.4%	1.8%	4.4%	91.3%
Grade 11	7.3%	1.9%	2.7%	2.6%	92.7%
Grade 12	8.0%	1.7%	2.0%	4.3%	92.0%

**Less than 0.5%

STUDENTS LIVING IN DISTRICT 3 YEARS OR LESS (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	5.3%	1.4%	1.8%	2.1%	94.7%
Grade 7	2.3%	0.8%	1.0%	**	97.7%
Grade 8	3.9%	**	1.6%	1.8%	96.1%
Grade 9	6.0%	1.7%	2.1%	2.2%	94.0%
Grade 10	7.8%	2.3%	1.8%	3.7%	92.2%
Grade 11	6.6%	1.8%	2.6%	2.3%	93.4%
Grade 12	7.7%	1.7%	2.0%	4.0%	92.3%
CRACK	2.2%	**	0.6%	1.1%	97.8%
Grade 7	1.1%	**	**	**	98.9%
Grade 8	2.4%	**	0.7%	1.4%	97.6%
Grade 9	2.1%	0.8%	0.8%	0.6%	97.9%
Grade 10	3.1%	0.7%	0.6%	1.8%	96.9%
Grade 11	2.3%	**	**	1.6%	97.7%
Grade 12	3.1%	**	0.9%	1.7%	96.9%
HALLUCINOGENS	6.3%	1.9%	2.0%	2.4%	93.7%
Grade 7	2.3%	1.2%	**	0.8%	97.7%
Grade 8	3.1%	1.1%	1.4%	0.6%	96.9%
Grade 9	7.2%	1.8%	1.5%	3.9%	92.8%
Grade 10	8.2%	2.6%	2.6%	3.0%	91.8%
Grade 11	8.5%	2.9%	3.3%	2.3%	91.5%
Grade 12	10.7%	2.0%	4.1%	4.6%	89.3%
UPPERS	8.3%	2.3%	2.8%	3.2%	91.7%
Grade 7	3.0%	1.5%	0.6%	0.9%	97.0%
Grade 8	6.9%	2.1%	3.1%	1.7%	93.1%
Grade 9	7.6%	2.4%	1.9%	3.3%	92.4%
Grade 10	11.0%	2.5%	4.2%	4.2%	89.0%
Grade 11	10.8%	2.3%	3.4%	5.2%	89.2%
Grade 12	12.8%	3.0%	4.6%	5.3%	87.2%
DOWNERS	5.7%	1.4%	2.2%	2.1%	94.3%
Grade 7	2.8%	1.3%	**	1.2%	97.2%
Grade 8	5.7%	1.3%	2.8%	1.6%	94.3%
Grade 9	4.2%	1.0%	1.7%	1.5%	95.8%
Grade 10	7.8%	1.5%	3.4%	3.0%	92.2%
Grade 11	6.4%	1.8%	2.3%	2.3%	93.6%
Grade 12	8.8%	1.4%	3.4%	4.0%	91.2%
STEROIDS	1.9%	**	0.7%	0.8%	98.1%
Grade 7	2.0%	0.8%	0.7%	0.6%	98.0%
Grade 8	1.9%	**	0.7%	0.8%	98.1%
Grade 9	1.4%	**	**	0.6%	98.6%
Grade 10	2.8%	**	1.2%	1.2%	97.2%
Grade 11	2.0%	**	0.8%	0.8%	98.0%
Grade 12	1.2%	**	**	0.7%	98.8%
ECSTASY	3.0%	**	1.2%	1.3%	97.0%
Grade 7	1.4%	**	0.9%	**	98.6%
Grade 8	1.2%	**	0.6%	**	98.8%
Grade 9	2.1%	0.5%	0.9%	0.7%	97.9%
Grade 10	4.1%	0.5%	1.0%	2.6%	95.9%
Grade 11	4.6%	0.8%	1.7%	2.2%	95.4%
Grade 12	7.6%	0.8%	2.9%	3.9%	92.4%

TABLE B15: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS LIVING IN DISTRICT MORE THAN 3 YEARS (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	53.9%	20.2%	13.1%	20.7%	46.1%
Grade 7	41.7%	14.2%	10.6%	16.8%	58.3%
Grade 8	50.2%	15.8%	14.3%	20.1%	49.8%
Grade 9	57.4%	22.8%	14.3%	20.3%	42.6%
Grade 10	58.2%	21.4%	13.7%	23.1%	41.8%
Grade 11	58.1%	23.0%	12.4%	22.7%	41.9%
Grade 12	61.5%	26.2%	12.9%	22.4%	38.5%
ALCOHOL	75.3%	37.5%	21.5%	16.3%	24.7%
Grade 7	57.0%	23.2%	15.9%	17.9%	43.0%
Grade 8	71.2%	32.0%	20.5%	18.7%	28.8%
Grade 9	78.0%	40.5%	21.9%	15.7%	22.0%
Grade 10	82.7%	41.0%	25.5%	16.2%	17.3%
Grade 11	83.0%	44.5%	24.4%	14.1%	17.0%
Grade 12	86.0%	50.0%	22.3%	13.7%	14.0%
INHALANTS–ADJ.	22.2%	5.0%	6.5%	10.7%	77.8%
Grade 7	25.3%	9.3%	7.5%	8.4%	74.7%
Grade 8	25.1%	7.8%	7.3%	9.9%	74.9%
Grade 9	22.4%	3.8%	7.7%	11.0%	77.6%
Grade 10	21.0%	3.3%	6.5%	11.2%	79.0%
Grade 11	19.4%	2.7%	4.0%	12.6%	80.6%
Grade 12	18.0%	1.5%	4.6%	11.9%	82.0%
ANY ILLICIT DRUG	20.9%	8.0%	5.8%	7.0%	79.1%
Grade 7	10.2%	4.6%	2.6%	3.0%	89.8%
Grade 8	13.3%	4.5%	3.9%	4.9%	86.7%
Grade 9	22.4%	9.6%	5.8%	6.9%	77.6%
Grade 10	26.0%	9.7%	8.4%	7.9%	74.0%
Grade 11	28.1%	10.8%	7.7%	9.6%	71.9%
Grade 12	30.5%	10.4%	7.9%	12.2%	69.5%
MARIJUANA	18.3%	6.3%	5.1%	6.9%	81.7%
Grade 7	8.7%	3.5%	1.9%	3.3%	91.3%
Grade 8	10.6%	3.5%	3.1%	4.0%	89.4%
Grade 9	20.0%	8.1%	5.0%	6.9%	80.0%
Grade 10	22.7%	7.5%	7.6%	7.6%	77.3%
Grade 11	24.8%	8.0%	6.9%	9.9%	75.2%
Grade 12	27.9%	8.3%	7.7%	11.9%	72.1%
MARIJUANA ONLY	10.2%	2.4%	3.0%	4.9%	89.8%
Grade 7	5.0%	1.7%	1.1%	2.3%	95.0%
Grade 8	6.4%	1.4%	1.9%	3.1%	93.6%
Grade 9	10.6%	3.1%	2.8%	4.7%	89.4%
Grade 10	13.2%	2.8%	5.0%	5.5%	86.8%
Grade 11	13.7%	3.0%	3.8%	6.9%	86.3%
Grade 12	15.2%	2.5%	4.3%	8.3%	84.8%
COCAINE OR CRACK	4.6%	1.5%	1.4%	1.8%	95.4%
Grade 7	2.0%	1.1%	**	0.6%	98.0%
Grade 8	2.9%	0.9%	1.3%	0.7%	97.1%
Grade 9	5.8%	2.0%	1.4%	2.3%	94.2%
Grade 10	5.1%	1.5%	1.7%	1.9%	94.9%
Grade 11	5.0%	1.5%	1.4%	2.2%	95.0%
Grade 12	7.4%	1.9%	2.4%	3.1%	92.6%

**Less than 0.5%

BEST COPY AVAILABLE

STUDENTS LIVING IN DISTRICT MORE THAN 3 YEARS (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	4.2%	1.3%	1.3%	1.6%	95.8%
Grade 7	1.7%	0.8%	**	0.5%	98.3%
Grade 8	2.6%	0.8%	1.1%	0.7%	97.4%
Grade 9	4.9%	1.9%	1.4%	1.7%	95.1%
Grade 10	4.8%	1.4%	1.7%	1.7%	95.2%
Grade 11	4.8%	1.4%	1.3%	2.1%	95.2%
Grade 12	7.1%	1.7%	2.2%	3.2%	92.9%
CRACK	1.7%	**	0.6%	0.7%	98.3%
Grade 7	1.2%	**	**	**	98.8%
Grade 8	1.5%	**	0.8%	**	98.5%
Grade 9	2.6%	**	0.5%	1.6%	97.4%
Grade 10	1.6%	**	0.6%	0.6%	98.4%
Grade 11	1.1%	**	**	**	98.9%
Grade 12	2.1%	0.5%	0.7%	0.9%	97.9%
HALLUCINOGENS	4.5%	1.3%	1.6%	1.5%	95.5%
Grade 7	1.4%	**	**	0.5%	98.6%
Grade 8	1.8%	0.6%	0.9%	**	98.2%
Grade 9	5.3%	1.5%	1.8%	2.1%	94.7%
Grade 10	5.1%	1.7%	2.3%	1.1%	94.9%
Grade 11	6.3%	2.0%	2.1%	2.2%	93.7%
Grade 12	7.6%	2.0%	2.6%	3.0%	92.4%
UPPERS	5.9%	1.7%	1.9%	2.3%	94.1%
Grade 7	1.8%	0.8%	0.7%	**	98.2%
Grade 8	4.1%	1.3%	1.2%	1.5%	95.9%
Grade 9	6.0%	1.6%	2.1%	2.3%	94.0%
Grade 10	6.8%	1.9%	2.4%	2.4%	93.2%
Grade 11	8.9%	2.5%	3.0%	3.4%	91.1%
Grade 12	8.8%	2.2%	2.4%	4.2%	91.2%
DOWNERS	4.0%	1.1%	1.3%	1.6%	96.0%
Grade 7	2.0%	0.8%	0.7%	0.5%	98.0%
Grade 8	3.2%	1.0%	1.1%	1.1%	96.8%
Grade 9	3.8%	0.9%	1.3%	1.6%	96.2%
Grade 10	5.1%	1.5%	1.8%	1.9%	94.9%
Grade 11	6.0%	1.9%	1.6%	2.4%	94.0%
Grade 12	4.7%	0.9%	1.4%	2.4%	95.3%
STEROIDS	1.6%	**	**	0.6%	98.4%
Grade 7	1.7%	0.8%	**	0.5%	98.3%
Grade 8	0.9%	**	**	**	99.1%
Grade 9	2.2%	0.6%	0.7%	0.9%	97.8%
Grade 10	1.6%	**	0.7%	0.7%	98.4%
Grade 11	1.1%	**	**	0.6%	98.9%
Grade 12	1.7%	**	**	0.9%	98.3%
ECSTASY	2.5%	0.6%	0.8%	1.1%	97.5%
Grade 7	1.6%	0.7%	0.5%	**	98.4%
Grade 8	0.6%	**	**	**	99.4%
Grade 9	2.5%	0.7%	0.8%	1.0%	97.5%
Grade 10	2.2%	0.7%	0.7%	0.7%	97.8%
Grade 11	3.4%	0.9%	1.2%	1.3%	96.6%
Grade 12	5.4%	0.6%	1.6%	3.2%	94.6%

TABLE B16: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE STUDENTS IN LARGEST URBAN AREAS (1992)*

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	51.7%	17.3%	12.6%	21.9%	48.3%
Grade 7	42.1%	14.0%	12.3%	15.8%	57.9%
Grade 8	49.9%	14.9%	13.0%	22.0%	50.1%
Grade 9	57.5%	19.8%	14.0%	23.7%	42.5%
Grade 10	53.7%	17.1%	12.9%	23.6%	46.3%
Grade 11	52.4%	17.9%	11.2%	23.4%	47.6%
Grade 12	56.0%	21.1%	11.2%	23.8%	44.0%
ALCOHOL	77.7%	36.4%	23.2%	18.0%	22.3%
Grade 7	63.0%	25.3%	17.7%	20.0%	37.0%
Grade 8	73.3%	32.1%	20.3%	20.9%	26.7%
Grade 9	81.8%	38.9%	24.2%	18.6%	18.2%
Grade 10	83.0%	39.4%	26.3%	17.2%	17.0%
Grade 11	83.2%	41.1%	27.7%	14.4%	16.8%
Grade 12	86.3%	46.3%	24.9%	15.1%	13.7%
INHALANTS–ADJ.	24.2%	6.2%	6.8%	11.2%	75.8%
Grade 7	27.6%	10.3%	7.7%	9.6%	72.4%
Grade 8	28.9%	11.9%	8.3%	8.6%	71.1%
Grade 9	23.6%	4.0%	8.2%	11.3%	76.4%
Grade 10	22.9%	3.7%	6.5%	12.8%	77.1%
Grade 11	20.2%	2.9%	4.0%	13.3%	79.8%
Grade 12	19.8%	2.2%	5.0%	12.5%	80.2%
ANY ILLICIT DRUG	23.5%	8.6%	6.4%	8.5%	76.5%
Grade 7	13.2%	4.7%	4.1%	4.4%	86.8%
Grade 8	16.7%	5.6%	4.1%	7.0%	83.3%
Grade 9	25.4%	11.0%	5.6%	8.7%	74.6%
Grade 10	28.2%	10.3%	8.5%	9.4%	71.8%
Grade 11	28.9%	10.2%	8.9%	9.8%	71.1%
Grade 12	33.2%	10.6%	8.7%	13.8%	66.8%
MARIJUANA	21.1%	7.2%	5.9%	8.1%	78.9%
Grade 7	11.4%	3.8%	3.4%	4.2%	88.6%
Grade 8	13.7%	4.7%	4.0%	5.1%	86.3%
Grade 9	23.2%	9.6%	5.1%	8.5%	76.8%
Grade 10	25.8%	8.5%	7.6%	9.7%	74.2%
Grade 11	26.1%	8.0%	8.2%	9.9%	73.9%
Grade 12	31.5%	9.1%	8.6%	13.8%	68.5%
MARIJUANA ONLY	12.6%	3.0%	3.5%	6.1%	87.4%
Grade 7	6.9%	1.6%	2.0%	3.3%	93.1%
Grade 8	8.8%	2.4%	2.2%	4.2%	91.2%
Grade 9	13.1%	3.9%	3.0%	6.3%	86.9%
Grade 10	16.0%	4.1%	4.6%	7.3%	84.0%
Grade 11	14.9%	2.7%	5.2%	7.0%	85.1%
Grade 12	18.8%	3.6%	4.9%	10.3%	81.2%
COCAINE OR CRACK	5.1%	1.6%	1.6%	1.9%	94.9%
Grade 7	2.9%	1.3%	0.9%	0.7%	97.1%
Grade 8	3.8%	0.9%	1.6%	1.3%	96.2%
Grade 9	6.6%	2.4%	1.7%	2.5%	93.4%
Grade 10	6.0%	2.0%	1.6%	2.4%	94.0%
Grade 11	4.5%	1.3%	1.6%	1.5%	95.5%
Grade 12	7.5%	1.6%	2.2%	3.6%	92.5%

* Dallas, Tarrant, Harris and Bexar Counties
**Less than 0.5%

STUDENTS IN LARGEST URBAN AREAS (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	4.7%	1.4%	1.5%	1.9%	95.3%
Grade 7	2.6%	1.1%	0.9%	0.7%	97.4%
Grade 8	3.4%	0.7%	1.4%	1.3%	96.6%
Grade 9	6.0%	2.2%	1.6%	2.3%	94.0%
Grade 10	5.7%	1.9%	1.6%	2.2%	94.3%
Grade 11	4.1%	1.2%	1.5%	1.4%	95.9%
Grade 12	7.1%	1.5%	1.9%	3.7%	92.9%
CRACK	1.9%	**	0.6%	0.9%	98.1%
Grade 7	1.3%	**	**	**	98.7%
Grade 8	2.1%	**	0.7%	1.0%	97.9%
Grade 9	2.4%	0.6%	0.9%	1.0%	97.6%
Grade 10	1.6%	**	0.6%	0.6%	98.4%
Grade 11	1.4%	**	**	0.9%	98.6%
Grade 12	2.3%	**	0.7%	1.2%	97.7%
HALLUCINOGENS	5.3%	1.7%	1.9%	1.7%	94.7%
Grade 7	2.1%	0.6%	0.5%	0.9%	97.9%
Grade 8	2.5%	1.1%	1.1%	**	97.5%
Grade 9	6.5%	2.1%	1.8%	2.6%	93.5%
Grade 10	6.3%	2.5%	2.2%	1.6%	93.7%
Grade 11	7.4%	2.5%	3.1%	1.9%	92.6%
Grade 12	8.5%	1.8%	3.6%	3.1%	91.5%
UPPERS	5.1%	1.3%	1.8%	2.0%	94.9%
Grade 7	2.7%	0.8%	0.9%	1.1%	97.3%
Grade 8	4.5%	1.1%	1.5%	1.8%	95.5%
Grade 9	5.1%	1.4%	2.0%	1.7%	94.9%
Grade 10	4.7%	1.4%	1.8%	1.5%	95.3%
Grade 11	7.4%	1.8%	2.1%	3.4%	92.6%
Grade 12	7.3%	1.1%	2.7%	3.5%	92.7%
DOWNERS	3.5%	0.9%	1.1%	1.5%	96.5%
Grade 7	2.3%	0.7%	0.7%	0.9%	97.7%
Grade 8	3.4%	0.8%	1.1%	1.5%	96.6%
Grade 9	3.2%	0.5%	1.4%	1.2%	96.8%
Grade 10	3.8%	1.6%	0.8%	1.3%	96.2%
Grade 11	4.8%	1.0%	1.4%	2.3%	95.2%
Grade 12	4.4%	0.7%	1.5%	2.2%	95.6%
STEROIDS	1.5%	**	0.5%	0.6%	98.5%
Grade 7	2.0%	0.8%	0.7%	0.6%	98.0%
Grade 8	1.3%	**	0.6%	0.5%	98.7%
Grade 9	1.5%	0.6%	**	0.7%	98.5%
Grade 10	1.5%	**	0.7%	0.7%	98.5%
Grade 11	1.4%	**	0.6%	0.7%	98.6%
Grade 12	1.2%	**	**	**	98.8%
ECSTASY	3.0%	0.7%	1.1%	1.2%	97.0%
Grade 7	2.0%	0.9%	0.6%	**	98.0%
Grade 8	0.9%	**	**	**	99.1%
Grade 9	2.6%	0.9%	0.8%	0.9%	97.4%
Grade 10	2.2%	**	0.8%	1.0%	97.8%
Grade 11	4.2%	0.9%	1.9%	1.4%	95.8%
Grade 12	6.6%	0.8%	2.2%	3.6%	93.4%

TABLE B17: PREVALENCE AND RECENCY OF USE OF SUBSTANCES BY GRADE
STUDENTS IN OTHER PARTS OF THE STATE (1992)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
TOBACCO	56.9%	24.6%	13.5%	18.9%	43.1%
Grade 7	43.2%	15.3%	11.8%	16.2%	56.8%
Grade 8	50.0%	18.5%	14.0%	17.5%	50.0%
Grade 9	57.6%	26.9%	13.8%	16.9%	42.4%
Grade 10	63.5%	27.4%	15.3%	20.8%	36.5%
Grade 11	65.2%	30.7%	12.2%	22.3%	34.8%
Grade 12	68.5%	32.7%	14.0%	21.8%	31.5%
ALCOHOL	73.9%	37.8%	20.2%	15.9%	26.1%
Grade 7	55.5%	22.5%	15.2%	17.8%	44.5%
Grade 8	69.4%	29.3%	21.0%	19.2%	30.6%
Grade 9	73.7%	38.1%	21.7%	14.0%	26.3%
Grade 10	81.7%	43.8%	22.6%	15.3%	18.3%
Grade 11	84.8%	48.0%	21.8%	15.0%	15.2%
Grade 12	86.0%	53.5%	19.0%	13.5%	14.0%
INHALANTS–ADJ.	22.6%	4.7%	6.8%	11.1%	77.4%
Grade 7	25.1%	8.8%	7.3%	9.0%	74.9%
Grade 8	24.6%	5.6%	8.0%	11.0%	75.4%
Grade 9	23.2%	3.5%	8.1%	11.5%	76.8%
Grade 10	22.0%	4.1%	6.8%	11.1%	78.0%
Grade 11	21.0%	2.8%	5.0%	13.2%	79.0%
Grade 12	17.8%	2.1%	4.3%	11.5%	82.2%
ANY ILLICIT DRUG	21.5%	8.3%	6.0%	7.2%	78.5%
Grade 7	10.4%	5.2%	2.1%	3.1%	89.6%
Grade 8	13.9%	4.8%	4.1%	5.0%	86.1%
Grade 9	22.1%	8.6%	7.1%	6.4%	77.9%
Grade 10	28.1%	10.3%	8.2%	9.5%	71.9%
Grade 11	29.5%	12.3%	7.5%	9.7%	70.5%
Grade 12	30.4%	10.1%	8.0%	12.4%	69.6%
MARIJUANA	18.3%	6.4%	5.1%	6.8%	81.7%
Grade 7	9.1%	4.0%	1.6%	3.4%	90.9%
Grade 8	10.8%	3.6%	2.8%	4.3%	89.2%
Grade 9	18.9%	6.8%	6.2%	5.9%	81.1%
Grade 10	23.1%	8.1%	7.1%	7.9%	76.9%
Grade 11	26.0%	9.6%	6.3%	10.1%	74.0%
Grade 12	27.0%	7.8%	7.6%	11.6%	73.0%
MARIJUANA ONLY	9.1%	2.1%	2.4%	4.5%	90.9%
Grade 7	5.6%	2.1%	1.1%	2.4%	94.4%
Grade 8	5.5%	0.9%	1.4%	3.2%	94.5%
Grade 9	8.7%	2.0%	3.1%	3.6%	91.3%
Grade 10	11.0%	2.5%	3.5%	5.0%	89.0%
Grade 11	13.0%	3.8%	2.4%	6.8%	87.0%
Grade 12	12.9%	1.7%	3.6%	7.6%	87.1%
COCAINE OR CRACK	5.0%	1.4%	1.6%	2.0%	95.0%
Grade 7	1.9%	0.9%	**	0.6%	98.1%
Grade 8	3.2%	0.8%	1.4%	1.0%	96.8%
Grade 9	5.4%	1.6%	1.8%	2.1%	94.6%
Grade 10	6.4%	1.4%	1.9%	3.0%	93.6%
Grade 11	6.9%	1.9%	1.9%	3.1%	93.1%
Grade 12	7.5%	2.1%	2.4%	3.0%	92.5%

**Less than 0.5%

STUDENTS IN OTHER PARTS OF THE STATE (1992) (continued)

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE	4.2%	1.2%	1.4%	1.6%	95.8%
Grade 7	1.5%	0.7%	**	**	98.5%
Grade 8	2.8%	0.6%	1.2%	1.0%	97.2%
Grade 9	4.5%	1.4%	1.7%	1.4%	95.5%
Grade 10	5.6%	1.4%	1.9%	2.3%	94.4%
Grade 11	6.5%	1.8%	1.8%	2.9%	93.5%
Grade 12	7.2%	1.9%	2.3%	2.9%	92.8%
CRACK	1.8%	**	0.6%	0.8%	98.2%
Grade 7	1.0%	**	**	**	99.0%
Grade 8	1.6%	**	0.8%	0.5%	98.4%
Grade 9	2.5%	**	**	1.7%	97.5%
Grade 10	2.5%	0.5%	0.6%	1.3%	97.5%
Grade 11	1.5%	**	**	0.6%	98.5%
Grade 12	2.3%	0.6%	0.8%	0.9%	97.7%
HALLUCINOGENS	4.3%	1.2%	1.4%	1.7%	95.7%
Grade 7	1.6%	0.8%	**	**	98.4%
Grade 8	2.0%	0.5%	1.1%	**	98.0%
Grade 9	5.3%	1.0%	1.6%	2.8%	94.7%
Grade 10	5.6%	1.4%	2.5%	1.7%	94.4%
Grade 11	6.3%	2.0%	1.8%	2.6%	93.7%
Grade 12	7.9%	2.3%	2.2%	3.5%	92.1%
UPPERS	8.0%	2.4%	2.5%	3.1%	92.0%
Grade 7	2.0%	1.2%	0.5%	**	98.0%
Grade 8	5.3%	1.9%	2.0%	1.4%	94.7%
Grade 9	8.2%	2.4%	2.1%	3.7%	91.8%
Grade 10	11.7%	2.8%	4.3%	4.6%	88.3%
Grade 11	11.6%	3.1%	4.1%	4.5%	88.4%
Grade 12	11.9%	3.5%	3.0%	5.4%	88.1%
DOWNERS	5.5%	1.5%	2.0%	2.0%	94.5%
Grade 7	2.3%	1.1%	0.5%	0.7%	97.7%
Grade 8	4.4%	1.2%	2.1%	1.1%	95.6%
Grade 9	4.9%	1.4%	1.5%	2.0%	95.1%
Grade 10	8.3%	1.3%	3.8%	3.2%	91.7%
Grade 11	7.5%	2.7%	2.2%	2.5%	92.5%
Grade 12	6.6%	1.3%	2.1%	3.1%	93.4%
STEROIDS	1.8%	0.5%	0.6%	0.7%	98.2%
Grade 7	1.7%	0.8%	**	0.5%	98.3%
Grade 8	1.2%	0.5%	**	**	98.8%
Grade 9	2.5%	**	1.0%	1.0%	97.5%
Grade 10	2.4%	**	1.1%	1.0%	97.6%
Grade 11	1.3%	**	**	0.6%	98.7%
Grade 12	2.0%	**	**	1.3%	98.0%
ECSTASY	2.3%	**	0.7%	1.1%	97.7%
Grade 7	1.2%	**	0.6%	**	98.8%
Grade 8	0.7%	**	**	**	99.3%
Grade 9	2.2%	**	0.9%	1.0%	97.8%
Grade 10	3.4%	1.0%	0.8%	1.6%	96.6%
Grade 11	3.3%	0.8%	0.7%	1.8%	96.7%
Grade 12	5.0%	0.5%	1.5%	3.0%	95.0%

APPENDIX C: PROBLEM INDICATOR TABLES

FIGURE C1
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
ABOUT HOW MANY OF YOUR CLOSE FRIENDS USE...

ALCOHOL (BEER, WINE COOLERS, WINE, HARD LIQUOR)?

	Never Heard of	None	A Few	Some	Most	All
All	0.7%	16.6%	25.0%	19.7%	25.3%	12.6%
Grade 7	0.9%	35.3%	30.3%	15.6%	12.2%	5.8%
Grade 8	0.7%	23.8%	31.4%	18.5%	17.2%	8.4%
Grade 9	1.1%	12.8%	24.0%	22.2%	26.4%	13.6%
Grade 10	0.5%	8.5%	22.4%	21.4%	31.6%	15.4%
Grade 11	*	7.2%	19.1%	21.3%	34.9%	17.1%
Grade 12	*	6.5%	19.7%	19.6%	35.4%	18.5%

INHALANTS (SPRAY, GLUE, GASOLINE, ETC.)?

	Never Heard of	None	A Few	Some	Most	All
All	2.2%	79.2%	12.9%	3.8%	1.3%	0.7%
Grade 7	2.3%	78.4%	11.9%	4.9%	1.7%	0.8%
Grade 8	2.2%	74.4%	15.4%	4.9%	2.2%	0.8%
Grade 9	2.8%	77.1%	13.8%	3.9%	1.5%	1.0%
Grade 10	2.2%	79.4%	14.4%	2.7%	1.1%	*
Grade 11	1.5%	81.7%	11.8%	3.6%	*	1.0%
Grade 12	1.6%	86.9%	8.7%	2.4%	*	*

MARIJUANA?

	Never Heard of	None	A Few	Some	Most	All
All	1.6%	60.3%	20.5%	9.5%	5.7%	2.5%
Grade 7	1.9%	77.8%	11.5%	4.1%	3.2%	1.4%
Grade 8	2.0%	69.3%	16.3%	6.3%	4.1%	1.9%
Grade 9	1.9%	55.7%	21.8%	10.3%	6.7%	3.6%
Grade 10	1.3%	49.8%	25.5%	12.7%	7.9%	2.8%
Grade 11	1.0%	51.9%	25.7%	12.1%	6.4%	2.8%
Grade 12	1.0%	52.7%	24.6%	13.1%	6.4%	2.3%

* Less than 0.5%

FIGURE C2
1988, 1990, AND 1992 TEXAS SCHOOL SURVEYS, GRADES 7–12
ABOUT HOW MANY OF YOUR CLOSE FRIENDS USE...

ALCOHOL (BEER, WINE COOLERS, WINE, HARD LIQUOR)?

	1988 Most/All	1990 Most/All	1992 Most/All
All	32.8%	41.4%	37.9%
Grade 7	14.2%	20.8%	18.0%
Grade 8	19.4%	30.3%	25.6%
Grade 9	31.9%	42.4%	40.0%
Grade 10	40.9%	47.0%	47.0%
Grade 11	48.3%	54.0%	52.0%
Grade 12	48.2%	60.7%	53.9%

INHALANTS (SPRAY, GLUE, GASOLINE, ETC.)?

	NONE			MOST/ALL		
	1988	1990	1992	1988	1990	1992
All	69.6%	82.8%	81.4%	3.1%	1.2%	2.0%
Grade 7	64.2%	82.0%	80.7%	4.6%	2.4%	2.5%
Grade 8	65.2%	77.7%	76.6%	4.1%	2.8%	3.0%
Grade 9	67.1%	79.5%	79.9%	4.0%	2.4%	2.5%
Grade 10	73.3%	83.8%	81.6%	1.7%	0.8%	1.3%
Grade 11	71.8%	88.2%	83.2%	1.7%	*	1.4%
Grade 12	78.7%	87.7%	88.5%	1.7%	0.6%	0.4%

MARIJUANA?

	AT LEAST A FEW			MOST/ALL		
	1988	1990	1992	1988	1990	1992
All	63.4%	41.6%	38.1%	11.7%	7.7%	8.2%
Grade 7	47.8%	26.1%	20.3%	9.0%	4.8%	4.6%
Grade 8	55.9%	33.3%	28.7%	13.0%	6.8%	6.0%
Grade 9	63.3%	45.5%	42.4%	10.9%	10.0%	10.3%
Grade 10	67.3%	45.2%	48.9%	11.4%	7.1%	10.7%
Grade 11	75.8%	49.6%	47.1%	13.0%	9.5%	9.2%
Grade 12	74.6%	53.8%	46.3%	13.7%	8.5%	8.7%

* Less than 0.5%

FIGURE C3
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
ALCOHOL OR OTHER DRUGS ARE SOMETIMES USED AT TEENAGE PARTIES. THINKING OF THE PARTIES YOU ATTENDED THIS SCHOOL YEAR, HOW OFTEN WERE THE FOLLOWING USED?

ALCOHOL

	Never	Seldom	Half the Time	Most of the Time	Always	Don't Know	Didn't Attend
All	25.7%	11.9%	8.6%	15.2%	23.8%	2.8%	12.1%
Grade 7	50.5%	14.4%	6.8%	8.6%	6.2%	3.3%	10.3%
Grade 8	38.5%	17.5%	9.5%	9.4%	10.7%	3.6%	10.7%
Grade 9	20.1%	12.8%	11.9%	18.5%	22.1%	3.0%	11.5%
Grade 10	15.2%	8.9%	10.0%	18.1%	32.0%	2.4%	13.4%
Grade 11	12.5%	8.3%	6.6%	19.1%	37.4%	2.2%	13.9%
Grade 12	12.1%	7.1%	5.2%	18.7%	41.7%	1.7%	13.4%

MARIJUANA AND/OR OTHER DRUGS

	Never	Seldom	Half the Time	Most of the Time	Always	Don't Know	Didn't Attend
All	52.2%	13.2%	6.7%	5.8%	4.3%	5.8%	12.0%
Grade 7	72.9%	6.3%	2.7%	2.5%	2.0%	2.9%	10.5%
Grade 8	67.8%	8.6%	4.1%	3.2%	2.6%	3.6%	10.1%
Grade 9	50.2%	13.9%	7.2%	6.9%	5.1%	5.1%	11.6%
Grade 10	41.2%	16.9%	8.3%	7.6%	5.1%	7.7%	13.2%
Grade 11	38.2%	17.5%	8.9%	7.5%	5.9%	7.7%	14.2%
Grade 12	36.8%	17.7%	9.9%	7.4%	5.8%	9.0%	13.4%

FIGURE C4
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
IF YOU WANTED SOME, HOW DIFFICULT WOULD IT BE TO GET...

	Never Heard of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
ALCOHOL (BEER, WINE COOLERS, WINE, HARD LIQUOR)?						
All	3.6%	9.2%	4.0%	8.1%	22.6%	52.4%
Grade 7	7.1%	20.9%	7.4%	10.6%	20.4%	33.6%
Grade 8	4.2%	13.3%	6.5%	11.2%	21.0%	43.7%
Grade 9	3.7%	6.5%	3.3%	7.3%	23.2%	56.0%
Grade 10	2.5%	5.4%	2.6%	6.7%	23.5%	59.3%
Grade 11	1.6%	3.8%	1.7%	6.0%	23.0%	63.8%
Grade 12	1.7%	1.9%	1.7%	5.8%	25.4%	63.6%
MARIJUANA?						
All	8.9%	29.4%	11.1%	11.5%	15.6%	23.6%
Grade 7	12.4%	50.9%	13.6%	6.3%	6.7%	10.0%
Grade 8	11.1%	42.9%	12.0%	10.1%	9.5%	14.4%
Grade 9	10.3%	26.2%	10.4%	11.4%	15.5%	26.2%
Grade 10	7.3%	18.8%	10.3%	13.4%	19.1%	31.1%
Grade 11	5.5%	17.1%	9.8%	14.3%	22.4%	30.9%
Grade 12	4.8%	14.0%	9.7%	15.2%	23.6%	32.7%
COCAINE?						
All	10.5%	35.2%	15.0%	13.0%	11.6%	14.8%
Grade 7	13.8%	54.8%	14.1%	6.3%	5.0%	6.0%
Grade 8	11.8%	50.3%	12.8%	7.7%	7.8%	9.6%
Grade 9	12.1%	32.2%	14.6%	13.0%	10.8%	17.3%
Grade 10	10.1%	25.1%	15.7%	15.4%	14.6%	19.1%
Grade 11	7.4%	22.6%	16.1%	19.2%	16.1%	18.6%
Grade 12	5.5%	19.5%	17.5%	19.2%	18.3%	20.0%
CRACK?						
All	11.0%	36.2%	15.7%	12.6%	10.1%	14.3%
Grade 7	14.0%	55.9%	13.9%	5.9%	4.4%	5.8%
Grade 8	12.1%	50.4%	13.2%	8.6%	6.5%	9.1%
Grade 9	13.0%	33.6%	14.6%	13.0%	9.3%	16.5%
Grade 10	10.9%	26.6%	16.8%	14.5%	12.8%	18.3%
Grade 11	8.0%	24.1%	17.1%	17.6%	14.8%	18.3%
Grade 12	6.1%	20.5%	19.9%	18.7%	15.3%	19.5%
HALLUCINOGENS?						
All	17.8%	35.2%	15.5%	11.3%	8.5%	11.8%
Grade 7	23.9%	50.3%	12.8%	4.5%	3.2%	5.3%
Grade 8	20.6%	46.8%	12.1%	8.0%	4.9%	7.6%
Grade 9	21.1%	31.9%	15.3%	9.9%	8.2%	13.5%
Grade 10	16.9%	27.8%	15.6%	13.7%	10.7%	15.3%
Grade 11	11.5%	26.1%	17.7%	17.7%	12.9%	14.1%
Grade 12	9.0%	23.8%	21.0%	16.7%	13.1%	16.3%

FIGURE C5
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
DURING THE PAST 12 MONTHS, HOW MANY TIMES HAVE YOU...

Gotten into difficulties of any kind with your friends because of your drinking?

	None	1 Time	2-3 Times	4+ Times
All	90.3%	5.2%	3.3%	1.1%
Grade 7	94.3%	3.5%	1.3%	0.9%
Grade 8	92.7%	3.5%	2.9%	0.9%
Grade 9	90.3%	5.8%	2.9%	1.0%
Grade 10	88.8%	6.2%	3.8%	1.2%
Grade 11	88.9%	5.6%	4.1%	1.3%
Grade 12	85.1%	7.3%	5.9%	1.7%

Gotten into difficulties of any kind with your friends because of your drug use?

	None	1 Time	2-3 Times	4+ Times
All	96.4%	1.9%	1.1%	0.6%
Grade 7	97.1%	1.3%	1.1%	0.6%
Grade 8	96.2%	2.6%	0.8%	*
Grade 9	96.5%	1.9%	1.1%	*
Grade 10	95.6%	2.0%	1.6%	0.8%
Grade 11	96.0%	1.8%	1.2%	0.9%
Grade 12	97.2%	1.5%	0.8%	*

Been criticized by someone you were dating because of your drinking?

	None	1 Time	2-3 Times	4+ Times
All	91.4%	4.8%	2.6%	1.3%
Grade 7	96.6%	2.1%	0.8%	*
Grade 8	94.8%	3.1%	1.6%	*
Grade 9	92.3%	4.4%	1.9%	1.3%
Grade 10	89.0%	6.6%	3.0%	1.4%
Grade 11	88.1%	6.1%	4.1%	1.7%
Grade 12	85.1%	7.5%	4.8%	2.6%

Been criticized by someone you were dating because of your drug use?

	None	1 Time	2-3 Times	4+ Times
All	96.5%	1.7%	1.1%	0.6%
Grade 7	97.5%	1.3%	*	0.7%
Grade 8	97.4%	1.2%	1.1%	*
Grade 9	96.8%	1.2%	1.3%	0.6%
Grade 10	95.7%	2.4%	1.0%	0.9%
Grade 11	95.5%	2.8%	1.2%	*
Grade 12	95.6%	1.9%	1.7%	0.9%

* Less than 0.5%

FIGURE C6
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
SINCE SCHOOL BEGAN IN SEPTEMBER, ON HOW MANY DAYS HAVE YOU...

Gotten into trouble with your teachers because of your drinking?

	None	1 Day	2-3 Days	4+ Days
All	98.6%	0.7%	*	*
Grade 7	98.5%	*	*	0.7%
Grade 8	98.8%	0.7%	*	*
Grade 9	98.3%	0.9%	*	*
Grade 10	98.3%	0.6%	0.6%	0.5%
Grade 11	98.9%	0.6%	*	*
Grade 12	98.7%	0.9%	*	*

Gotten into trouble with your teachers because of your drug use?

	None	1 Day	2-3 Days	4+ Days
All	98.8%	0.6%	*	*
Grade 7	98.4%	0.6%	*	0.7%
Grade 8	98.7%	0.8%	*	*
Grade 9	98.7%	0.6%	*	*
Grade 10	98.5%	0.6%	*	0.7%
Grade 11	99.0%	0.7%	*	*
Grade 12	99.3%	*	*	*

DURING THE PAST 12 MONTHS, HOW MANY TIMES HAVE YOU...

Gotten into trouble with the police because of your drinking?

	None	1 Time	2-3 Times	4+ Times
All	94.8%	3.0%	1.4%	0.7%
Grade 7	96.8%	1.7%	*	1.0%
Grade 8	96.1%	2.4%	0.8%	0.6%
Grade 9	95.2%	3.0%	1.1%	0.8%
Grade 10	94.5%	2.7%	1.4%	1.3%
Grade 11	93.4%	4.2%	2.0%	*
Grade 12	92.1%	4.4%	3.2%	*

Gotten into trouble with the police because of your drug use?

	None	1 Time	2-3 Times	4+ Times
All	98.6%	0.6%	*	*
Grade 7	98.2%	0.7%	*	0.8%
Grade 8	98.4%	0.8%	*	0.5%
Grade 9	98.4%	0.7%	0.5%	*
Grade 10	98.3%	0.7%	*	0.6%
Grade 11	99.0%	*	*	*
Grade 12	99.3%	*	*	*

FIGURE C8 (continued)
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
DURING THE PAST 12 MONTHS, HOW MANY TIMES HAVE YOU...

Driven a car when you've had a good bit to drink?

	None	1 Time	2-3 Times	4+ Times
All	89.1%	4.4%	3.9%	2.7%
Grade 7	96.1%	2.3%	1.0%	0.6%
Grade 8	94.7%	2.6%	2.1%	0.6%
Grade 9	92.7%	2.9%	3.1%	1.4%
Grade 10	89.6%	4.0%	3.4%	3.0%
Grade 11	82.4%	6.5%	6.8%	4.3%
Grade 12	73.5%	9.8%	8.8%	8.0%

Driven a car when you've felt high from drugs?

	None	1 Time	2-3 Times	4+ Times
All	96.1%	1.5%	1.2%	1.2%
Grade 7	98.1%	1.1%	*	*
Grade 8	98.0%	0.9%	*	0.6%
Grade 9	96.6%	1.5%	1.1%	0.8%
Grade 10	95.8%	1.7%	1.3%	1.2%
Grade 11	94.8%	1.9%	1.6%	1.6%
Grade 12	92.2%	1.9%	2.8%	3.1%

* Less than 0.5%

FIGURE C7
1988, 1990, AND 1992 TEXAS SCHOOL SURVEYS, GRADES 7–12
SINCE SCHOOL BEGAN IN SEPTEMBER, HAVE YOU GOTTEN ANY INFORMATION ON DRUGS OR ALCOHOL FROM THE FOLLOWING SCHOOL SOURCES?

HEALTH CLASS

	1988	1990	1992
All	48.5%	47.2%	46.7%
Grade 7	52.9%	57.5%	58.9%
Grade 8	36.4%	41.9%	41.1%
Grade 9	49.8%	41.0%	43.9%
Grade 10	67.0%	60.4%	55.0%
Grade 11	46.2%	44.2%	44.6%
Grade 12	35.9%	37.6%	34.7%

AN ASSEMBLY PROGRAM

	1988	1990	1992
All	51.7%	62.0%	55.9%
Grade 7	42.3%	61.0%	58.8%
Grade 8	46.6%	64.5%	58.6%
Grade 9	53.1%	58.9%	55.6%
Grade 10	56.6%	64.9%	56.6%
Grade 11	55.1%	61.5%	54.8%
Grade 12	58.6%	61.5%	49.8%

GUIDANCE COUNSELOR

	1988	1990	1992
All	18.5%	27.4%	26.2%
Grade 7	24.5%	35.2%	32.5%
Grade 8	21.3%	35.0%	32.4%
Grade 9	17.3%	25.0%	26.8%
Grade 10	16.1%	24.6%	23.1%
Grade 11	16.0%	21.3%	21.5%
Grade 12	14.8%	21.2%	19.3%

SCIENCE CLASS

	1988	1990	1992
All	35.6%	37.3%	33.1%
Grade 7	70.0%	73.2%	60.2%
Grade 8	41.4%	40.3%	38.1%
Grade 9	30.0%	33.0%	28.2%
Grade 10	28.5%	34.3%	31.1%
Grade 11	22.9%	21.2%	21.5%
Grade 12	13.7%	15.2%	15.8%

SOCIAL STUDIES CLASS

	1988	1990	1992
All	10.3%	14.7%	14.3%
Grade 7	13.1%	17.4%	17.4%
Grade 8	13.1%	18.6%	18.9%
Grade 9	7.6%	15.6%	14.5%
Grade 10	7.8%	10.5%	11.5%
Grade 11	10.2%	12.1%	10.6%
Grade 12	10.0%	13.0%	11.9%

DRUG PROGRAM OR RAP SESSION

	1988	1990	1992
All	23.2%	27.7%	26.5%
Grade 7	30.7%	35.3%	35.4%
Grade 8	26.2%	31.5%	29.7%
Grade 9	20.3%	24.6%	24.6%
Grade 10	20.4%	25.3%	25.3%
Grade 11	21.3%	23.8%	23.2%
Grade 12	19.6%	24.6%	19.6%

AN INVITED SCHOOL GUEST

	1988	1990	1992
All	N/A	56.5%	49.5%
Grade 7	N/A	60.9%	54.3%
Grade 8	N/A	59.4%	51.3%
Grade 9	N/A	52.4%	50.7%
Grade 10	N/A	57.2%	49.2%
Grade 11	N/A	53.5%	46.9%
Grade 12	N/A	55.6%	42.8%

SOME OTHER SCHOOL SOURCE

	1988	1990	1992
All	40.3%	43.8%	41.4%
Grade 7	39.3%	45.7%	43.4%
Grade 8	41.9%	45.2%	43.2%
Grade 9	39.1%	40.3%	42.1%
Grade 10	39.8%	45.7%	42.2%
Grade 11	41.6%	41.7%	39.3%
Grade 12	40.8%	44.9%	37.0%

ANY SCHOOL SOURCE

	1988	1990	1992
All	97.9%	86.8%	80.8%
Grade 7	96.9%	91.6%	85.9%
Grade 8	97.7%	86.9%	79.3%
Grade 9	98.4%	86.4%	80.1%
Grade 10	97.9%	90.0%	85.1%
Grade 11	98.7%	82.6%	79.4%
Grade 12	97.9%	81.6%	73.4%

FIGURE C8
1988, 1990, AND 1992 TEXAS SCHOOL SURVEYS, GRADES 7–12
IF YOU HAD A DRUG OR ALCOHOL PROBLEM AND NEEDED HELP, WHO WOULD YOU GO TO?

A COUNSELOR OR PROGRAM IN SCHOOL

	1988	1990	1992
All	29.9%	40.1%	37.1%
Grade 7	34.1%	50.4%	47.5%
Grade 8	34.8%	45.2%	41.9%
Grade 9	32.2%	40.7%	35.9%
Grade 10	25.7%	36.5%	34.5%
Grade 11	26.6%	33.4%	31.3%
Grade 12	23.7%	31.0%	28.6%

ANOTHER ADULT IN SCHOOL (SUCH AS A NURSE OR TEACHER)

	1988	1990	1992
All	28.2%	35.8%	35.5%
Grade 7	27.9%	39.3%	37.9%
Grade 8	30.2%	38.2%	38.7%
Grade 9	30.1%	36.0%	32.6%
Grade 10	24.6%	33.4%	35.4%
Grade 11	27.7%	33.4%	33.3%
Grade 12	28.4%	33.6%	35.1%

A COUNSELOR OR PROGRAM OUTSIDE OF SCHOOL

	1988	1990	1992
All	39.8%	50.6%	45.9%
Grade 7	36.0%	52.0%	48.0%
Grade 8	39.8%	50.0%	45.8%
Grade 9	39.7%	49.8%	45.3%
Grade 10	40.2%	51.8%	46.0%
Grade 11	41.2%	50.6%	46.5%
Grade 12	43.1%	48.9%	43.6%

YOUR PARENTS

	1988	1990	1992
All	46.3%	55.1%	54.0%
Grade 7	45.7%	61.8%	58.9%
Grade 8	46.0%	56.1%	55.7%
Grade 9	42.6%	51.8%	51.9%
Grade 10	46.5%	54.1%	50.6%
Grade 11	49.4%	53.4%	54.1%
Grade 12	49.3%	52.8%	52.5%

A MEDICAL DOCTOR

	1988	1990	1992
All	33.3%	39.5%	38.5%
Grade 7	35.1%	43.6%	43.6%
Grade 8	34.7%	40.5%	39.6%
Grade 9	30.9%	39.3%	35.7%
Grade 10	29.9%	36.5%	38.4%
Grade 11	35.5%	37.9%	37.7%
Grade 12	34.4%	38.3%	35.5%

YOUR FRIENDS

	1988	1990	1992
All	67.0%	73.0%	72.5%
Grade 7	57.4%	64.2%	62.7%
Grade 8	62.4%	69.9%	70.2%
Grade 9	68.5%	72.2%	72.3%
Grade 10	70.6%	77.5%	76.7%
Grade 11	71.7%	77.7%	77.4%
Grade 12	73.4%	79.3%	78.0%

ANOTHER ADULT (SUCH AS RELATIVE, CLERGYMAN, OTHER FAMILY FRIEND)

	1988	1990	1992
All	53.3%	62.5%	58.6%
Grade 7	45.8%	61.8%	56.9%
Grade 8	47.9%	60.2%	58.5%
Grade 9	58.1%	61.2%	57.7%
Grade 10	53.7%	64.0%	59.8%
Grade 11	57.2%	65.1%	59.2%
Grade 12	58.4%	64.0%	59.9%

FIGURE C9
1992 TEXAS SCHOOL SURVEY, GRADES 7–12
HOW OFTEN DO YOU NORMALLY USE...

BEER?

	Never	Ever	Weekly	Monthly	Yearly	Rarely
All	41.2%	58.8%	7.1%	28.4%	13.0%	10.2%
Grade 7	59.1%	40.9%	4.8%	17.7%	8.8%	9.6%
Grade 8	47.8%	52.2%	5.0%	23.6%	12.9%	10.7%
Grade 9	39.1%	60.9%	7.1%	31.5%	13.0%	9.4%
Grade 10	34.4%	65.6%	8.9%	30.7%	14.4%	11.5%
Grade 11	32.7%	67.3%	8.1%	33.4%	15.1%	10.7%
Grade 12	29.7%	70.3%	9.8%	35.7%	15.0%	9.8%

WINE COOLERS?

	Never	Ever	Weekly	Monthly	Yearly	Rarely
All	38.9%	61.1%	4.8%	27.7%	16.8%	11.8%
Grade 7	58.5%	41.5%	4.7%	16.8%	10.1%	10.0%
Grade 8	47.7%	52.3%	4.5%	21.3%	13.9%	12.6%
Grade 9	36.9%	63.1%	5.1%	29.8%	16.4%	11.9%
Grade 10	32.1%	67.9%	5.4%	33.0%	18.4%	11.1%
Grade 11	28.3%	71.7%	5.0%	32.7%	21.3%	12.7%
Grade 12	25.0%	75.0%	4.1%	35.1%	22.9%	12.8%

WINE?

	Never	Ever	Weekly	Monthly	Yearly	Rarely
All	49.3%	50.7%	3.1%	18.9%	15.7%	13.0%
Grade 7	68.1%	31.9%	2.9%	11.7%	8.9%	8.5%
Grade 8	58.5%	41.5%	2.6%	15.5%	10.7%	12.8%
Grade 9	47.4%	52.6%	3.1%	21.5%	14.9%	13.1%
Grade 10	42.4%	57.6%	3.9%	22.6%	17.7%	13.5%
Grade 11	39.3%	60.7%	2.7%	20.8%	22.5%	14.7%
Grade 12	35.7%	64.3%	3.2%	22.2%	22.5%	16.3%

LIQUOR?

	Never	Ever	Weekly	Monthly	Yearly	Rarely
All	51.2%	48.8%	4.0%	22.7%	12.2%	9.9%
Grade 7	74.0%	26.0%	2.7%	10.9%	5.7%	6.7%
Grade 8	62.6%	37.4%	3.4%	15.9%	9.0%	9.1%
Grade 9	49.9%	50.1%	4.2%	23.8%	11.7%	10.3%
Grade 10	41.9%	58.1%	5.2%	28.5%	13.4%	11.0%
Grade 11	39.2%	60.8%	4.1%	28.6%	17.0%	11.2%
Grade 12	33.6%	66.4%	4.5%	31.3%	19.0%	11.6%

APPENDIX D: ADDITIONAL INHALANT TABLES

ABOUT HOW MANY TIMES (IF ANY) HAVE YOU EVER SNIFFED, HUFFED, OR INHALED THE FOLLOWING INHALANTS FOR "KICKS" OR TO GET "HIGH"?

Liquid or spray paint

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	91.6%	8.4%	6.0%	2.0%	0.5%
Grade 7	91.3%	8.7%	6.3%	2.2%	*
Grade 8	90.0%	10.0%	7.5%	2.0%	*
Grade 9	91.2%	8.8%	5.6%	2.6%	0.6%
Grade 10	91.1%	8.9%	6.6%	1.6%	0.8%
Grade 11	93.0%	7.0%	4.9%	1.8%	*
Grade 12	93.7%	6.3%	4.5%	1.2%	0.7%

Correction fluid, Liquid Paper

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	86.1%	13.9%	10.5%	2.9%	0.5%
Grade 7	85.5%	14.5%	10.7%	3.1%	0.7%
Grade 8	84.3%	15.7%	12.0%	3.2%	*
Grade 9	84.9%	15.1%	11.8%	2.9%	*
Grade 10	86.5%	13.5%	10.0%	2.9%	0.6%
Grade 11	86.8%	13.2%	9.4%	3.2%	0.5%
Grade 12	89.7%	10.3%	7.9%	1.9%	0.5%

Gasoline

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	91.8%	8.2%	5.3%	2.2%	0.8%
Grade 7	90.3%	9.7%	6.0%	2.8%	0.9%
Grade 8	90.4%	9.6%	6.1%	2.5%	1.1%
Grade 9	92.1%	7.9%	5.3%	2.1%	0.5%
Grade 10	92.0%	8.0%	5.4%	1.7%	0.9%
Grade 11	92.9%	7.1%	4.6%	2.0%	*
Grade 12	93.9%	6.1%	3.8%	1.5%	0.7%

Freon

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	97.8%	2.2%	1.3%	0.7%	*
Grade 7	97.9%	2.1%	0.9%	1.1%	*
Grade 8	98.1%	1.9%	1.2%	0.5%	*
Grade 9	97.8%	2.2%	1.6%	*	*
Grade 10	97.5%	2.5%	1.6%	0.7%	*
Grade 11	98.1%	1.9%	0.9%	0.8%	*
Grade 12	97.3%	2.7%	1.4%	1.0%	*

Poppers, Locker Room, Rush, Medusa, Whippets, CO2

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	96.8%	3.2%	1.9%	0.9%	*
Grade 7	97.9%	2.1%	1.2%	0.6%	*
Grade 8	97.6%	2.4%	1.7%	*	*
Grade 9	97.2%	2.8%	2.0%	0.5%	*
Grade 10	96.8%	3.2%	1.6%	1.4%	*
Grade 11	96.2%	3.8%	2.2%	1.2%	*
Grade 12	94.5%	5.5%	3.0%	1.6%	0.9%

APPENDIX D (continued)

Shoe shine, Texas Shine

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	97.9%	2.1%	1.6%	*	*
Grade 7	96.7%	3.3%	2.7%	*	*
Grade 8	97.7%	2.3%	1.7%	*	*
Grade 9	98.2%	1.8%	1.5%	*	*
Grade 10	98.1%	1.9%	1.1%	*	*
Grade 11	98.3%	1.7%	1.1%	*	*
Grade 12	98.8%	1.2%	0.7%	*	*

Glue

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	91.0%	9.0%	6.9%	1.8%	*
Grade 7	87.2%	12.8%	10.3%	1.9%	0.7%
Grade 8	89.3%	10.7%	8.3%	1.9%	*
Grade 9	91.8%	8.2%	6.4%	1.5%	*
Grade 10	91.9%	8.1%	5.7%	2.1%	*
Grade 11	92.8%	7.2%	5.1%	1.8%	*
Grade 12	94.3%	5.7%	4.0%	1.4%	*

Paint or lacquer thinner, toluene, or other solvents

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	93.0%	7.0%	4.8%	1.8%	*
Grade 7	92.8%	7.2%	5.1%	1.7%	*
Grade 8	91.9%	8.1%	5.4%	2.2%	*
Grade 9	93.0%	7.0%	5.0%	1.6%	*
Grade 10	92.8%	7.2%	4.8%	1.8%	0.6%
Grade 11	93.8%	6.2%	4.2%	1.7%	*
Grade 12	94.0%	6.0%	4.1%	1.4%	0.5%

Other sprays (Pam, hair spray, etc.)

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	93.0%	7.0%	4.7%	1.5%	0.8%
Grade 7	89.1%	10.9%	7.3%	2.5%	1.1%
Grade 8	90.4%	9.6%	6.3%	1.9%	1.5%
Grade 9	93.4%	6.6%	4.6%	1.5%	*
Grade 10	94.6%	5.4%	3.9%	0.8%	0.7%
Grade 11	95.3%	4.7%	2.9%	1.2%	0.5%
Grade 12	96.9%	3.1%	1.8%	0.8%	*

Other inhalants

	Never	Ever	1-2 Times	3-19 Times	20+ Times
All	92.7%	7.3%	4.4%	2.1%	0.8%
Grade 7	91.1%	8.9%	5.9%	2.5%	0.6%
Grade 8	91.3%	8.7%	4.8%	2.4%	1.5%
Grade 9	91.7%	8.3%	4.9%	3.0%	*
Grade 10	93.4%	6.6%	3.9%	1.2%	1.4%
Grade 11	94.4%	5.6%	3.6%	1.5%	*
Grade 12	95.5%	4.5%	2.7%	1.3%	0.5%

* Less than 0.5%

APPENDIX E: EXTRACURRICULAR ACTIVITY PREVALENCE TABLES

Table E1 Prevalence of Tobacco by Type of Extracurricular Activity (Yes/No) 1992 Texas Secondary Students (Grade 7-12)

Tobacco Use

	Ever Used	Past Month	Past Year	Not Past Year	Never Used
Athletics					
Yes	54.0%	19.1%	13.3%	21.6%	46.0%
No	54.5%	22.7%	12.2%	19.5%	45.5%
Band/Orchestra					
Yes	43.1%	12.5%	11.8%	18.8%	56.9%
No	56.5%	22.4%	13.0%	21.2%	43.5%
Choir					
Yes	45.2%	13.8%	11.0%	20.4%	54.8%
No	55.5%	21.7%	13.1%	20.7%	44.5%
Drama/Speech					
Yes	51.6%	19.4%	14.1%	18.1%	48.4%
No	54.6%	20.6%	12.8%	21.2%	45.4%
Drill Team/Cheerleader					
Yes	48.2%	15.6%	13.2%	19.4%	51.8%
No	54.9%	21.2%	12.9%	20.9%	45.1%
Student Government					
Yes	47.3%	14.8%	11.5%	21.0%	52.7%
No	54.4%	20.8%	13.1%	20.6%	45.6%
Student Newspaper/Yearbook					
Yes	49.0%	19.4%	12.7%	16.9%	51.0%
No	54.5%	20.7%	12.8%	21.0%	45.5%
Academic Clubs					
Yes	48.7%	16.1%	11.6%	21.0%	51.3%
No	56.0%	22.2%	13.3%	20.6%	44.0%
Service Clubs					
Yes	49.4%	14.7%	11.8%	22.9%	50.6%
No	54.8%	21.4%	12.9%	20.5%	45.2%
VOE/DE/Work-Study					
Yes	56.9%	22.3%	14.3%	20.4%	43.1%
No	54.0%	20.7%	12.5%	20.7%	46.0%
Other Clubs					
Yes	52.6%	18.6%	12.9%	21.1%	47.4%
No	54.9%	21.7%	12.6%	20.6%	45.1%

Table E2 Prevalence of Alcohol by Type of Extracurricular Activity (Yes/No) 1992 Texas Secondary Students (Grade 7-12)

Alcohol Use

	Ever Used	Past Month	Past Year	Not Past Year	Never Used
Athletics					
Yes	76.1%	36.7%	22.5%	16.9%	23.9%
No	75.3%	37.7%	21.1%	16.5%	24.7%
Band/Orchestra					
Yes	66.7%	26.7%	22.4%	17.6%	33.3%
No	77.5%	38.9%	21.9%	16.7%	22.5%
Choir					
Yes	71.1%	29.8%	21.7%	19.6%	28.9%
No	76.7%	38.3%	21.8%	16.6%	23.3%
Drama/Speech					
Yes	73.9%	36.7%	23.1%	14.2%	26.1%
No	75.9%	37.1%	21.5%	17.3%	24.1%
Drill Team/Cheerleader					
Yes	77.9%	36.6%	24.9%	16.4%	22.1%
No	75.5%	37.0%	21.7%	16.8%	24.5%
Student Government					
Yes	74.0%	33.1%	24.1%	16.8%	26.0%
No	76.0%	37.4%	21.7%	16.8%	24.0%
Student Newspaper/Yearbook					
Yes	74.1%	38.0%	20.6%	15.4%	25.9%
No	76.0%	37.0%	21.9%	17.2%	24.0%
Academic Clubs					
Yes	72.9%	33.0%	22.5%	17.4%	27.1%
No	76.8%	38.5%	21.6%	16.7%	23.2%
Service Clubs					
Yes	74.7%	32.8%	25.1%	16.8%	25.3%
No	76.1%	37.4%	21.7%	17.0%	23.9%
VOE/DE/Work-Study					
Yes	80.2%	43.0%	20.5%	16.7%	19.8%
No	75.7%	36.9%	21.8%	17.0%	24.3%
Other Clubs					
Yes	76.9%	37.5%	22.8%	16.5%	23.1%
No	75.4%	36.9%	20.9%	17.5%	24.6%

Table E3 Prevalence of Marijuana by Type of Extracurricular Activity (Yes/No) 1992 Texas Secondary Students (Grade 7-12)

Marijuana Use

	Ever Used	Past Month	Past Year	Not Past Year	Never Used
Athletics					
Yes	17.6%	5.4%	5.1%	7.1%	82.4%
No	22.2%	8.3%	5.8%	8.1%	77.8%
Band/Orchestra					
Yes	11.3%	3.5%	3.3%	4.5%	88.7%
No	21.3%	7.3%	5.8%	8.3%	78.7%
Choir					
Yes	14.9%	3.7%	3.6%	7.6%	85.1%
No	20.4%	7.0%	5.7%	7.7%	79.6%
Drama/Speech					
Yes	18.5%	6.4%	4.7%	7.4%	81.5%
No	20.1%	6.8%	5.5%	7.8%	79.9%
Drill Team/Cheerleader					
Yes	14.3%	3.6%	3.7%	7.0%	85.7%
No	20.5%	7.1%	5.6%	7.8%	79.5%
Student Government					
Yes	14.6%	3.4%	4.2%	7.1%	85.4%
No	20.3%	7.0%	5.5%	7.8%	79.7%
Student Newspaper/Yearbook					
Yes	16.5%	4.5%	5.1%	6.9%	83.5%
No	19.9%	6.8%	5.4%	7.7%	80.1%
Academic Clubs					
Yes	11.8%	3.2%	3.6%	5.0%	88.2%
No	22.3%	7.9%	5.9%	8.5%	77.7%
Service Clubs					
Yes	13.8%	3.5%	3.3%	7.0%	86.2%
No	20.5%	7.1%	5.6%	7.7%	79.5%
VOE/DE/Work-Study					
Yes	27.2%	9.1%	7.0%	11.1%	72.8%
No	19.3%	6.3%	5.4%	7.6%	80.7%
Other Clubs					
Yes	16.2%	4.9%	4.4%	6.9%	83.8%
No	21.6%	7.6%	5.9%	8.2%	78.4%

Table E4 Prevalence of Any Illicit Drug by Type of Extracurricular Activity (Yes/No)
1992 Texas Secondary Students (Grade 7-12)

Any Illicit Drug Use

	Ever Used	Past Month	Past Year	Not Past Year	Never Used
Athletics					
Yes	20.4%	6.9%	5.7%	7.7%	79.6%
No	24.8%	10.1%	6.6%	8.2%	75.2%
Band/Orchestra					
Yes	13.6%	4.7%	3.7%	5.2%	86.4%
No	24.2%	9.0%	6.5%	8.6%	75.8%
Choir					
Yes	16.8%	5.0%	4.6%	7.2%	83.2%
No	23.3%	8.7%	6.4%	8.2%	76.7%
Drama/Speech					
Yes	22.0%	8.5%	5.8%	7.7%	78.0%
No	22.6%	8.3%	6.2%	8.1%	77.4%
Drill Team/Cheerleader					
Yes	16.7%	5.0%	4.7%	7.1%	83.3%
No	23.2%	8.8%	6.3%	8.1%	76.8%
Student Government					
Yes	16.8%	4.2%	5.0%	7.5%	83.2%
No	23.0%	8.8%	6.1%	8.1%	77.0%
Student Newspaper/Yearbook					
Yes	20.9%	6.5%	5.9%	8.5%	79.1%
No	22.6%	8.4%	6.2%	8.0%	77.4%
Academic Clubs					
Yes	14.8%	5.0%	4.2%	5.6%	85.2%
No	25.0%	9.5%	6.7%	8.7%	75.0%
Service Clubs					
Yes	16.0%	4.4%	4.5%	7.1%	84.0%
No	23.1%	8.8%	6.3%	8.1%	76.9%
VOE/DE/Work-Study					
Yes	29.9%	10.6%	7.9%	11.4%	70.1%
No	22.1%	8.0%	6.2%	7.9%	77.9%
Other Clubs					
Yes	19.0%	6.5%	5.2%	7.3%	81.0%
No	24.2%	9.2%	6.7%	8.3%	75.8%